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ABSTRACT

A two year institute sought to prepare educational media specialists who would be experts in instructional development. As such, they would be able to: 1) apply systems analysis techniques to instructional problems; 2) evaluate and use instructional media; 3) design graphic instructional media; 4) evaluate teaching strategies and instructional materials; and 5) work effectively with teachers. Fifteen doctoral candidates in the Department of Instructional Development and Technology at Michigan State University enrolled in the institute, participating in a core seminar, working on task forces and undergoing guided field experience. Eight of the participants completed their Ph.D. degrees and the remainder were approaching completion. In addition, these individuals showed evidence of accepting responsible professional positions in the areas of educational media and technology or in instructional development. In the light of these facts, the program was judged to be successful and it was recommended that similar institutes be run in the future. (PB)

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AN EPDA TITLE 5-D INSTITUTE

FOR

THE ADVANCED PROFESSIONAL PREPARATION OF EDUCATIONAL MEDIA SPECIALISTS

September 1970 - June 1972

FINAL REPORT

October 1, 1972

INSTRUCTIONAL MEDIA CENTER

MICHIGAN STATE UNIVERSITY

EM 011 592

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FINAL REPORT

AN INSTITUTE FOR THE ADVANCED PROFESSIONAL PREPARATION OF EDUCATIONAL MEDIA SPECIALISTS TO WORK IN SCHOOLS, TEACHER TRAINING INSTITUTIONS AND COMMUNITY COLLEGES

Offered in Cooperation with
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September 21, 1970 -- June 10, 1972

Paul W. F. Witt, Director

Elwood E. Miller, Associate Director

October 1, 1972

Instructional Media Center
Michigan State University
East Lansing, Michigan
48823

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ACKNOWLEDGMENTS

The number of people involved in the Institute was so large it is not feasible to recognize all of them by name. However, the Director notes, most appreciatively, that the success of the Institute (and it was highly successful) was due to the efforts and support of these people.

By committing themselves unreservedly to the purposes of the Institute and by devoting their time and talents unstintingly to their respective roles and responsibilities in the Institute, the participants are due the major portion of the credit for the success of the Institute. The Director and Associate Director found their associations with the participants richly rewarding and are deeply appreciative of the privilege of working with them.

Robert L. Slocum, Associate Superintendent in the Ingham Intermediate School District (a co-applicant for the Institute), was a constant source of support and assistance. Several individuals in the schools and colleges visited by the participants and in which some had field experiences contributed significantly to the professional education of the participants. To Dr. Slocum and these other professional colleagues the Director, the Associate Director and the participants express sincere thanks.

In addition, the Director thanks Charles F. Schuller, Director of the MSU Instructional Media Center, Elwood E. (Woodie) Miller, Associate Director of the Institute, Wilma Bennett and Arthur I. Boone, Graduate Assistants in the Institute, and his many other MSU colleagues who were involved for their interest and invaluable assistance in planning and conducting the Institute.

A special note of thanks is extended to Dr. L. Clinton West, the original USOE Project Officer, for his genuine commitment to the professional education of media specialists and for his unfailing interest in and support of this and the other institute under his supervision.

P. W. F. W.

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Introduction

This Institute was originally funded for nine months, i.e., for the 1970-71 academic year. Subsequently, the grant was amended to extend the Institute for an additional eleven months, i.e., for the summer of 1971 and the 1971-72 academic year.

The report on the first year of the Institute is included in this report as Appendix A. But since this report covers the Institute from its inception to its termination, much of what was reported at the end of the 1970-71 academic year is, necessarily, re-presented herein. Only by doing this is it possible to portray the nature and range of the entire Institute program, to depict the professional development of the participants and to describe their major achievements.

The task of communicating to the readers of this report the sense of excitement, the lure of opportunity, the stimulation of challenge, the frustration of trouble, the elation of success, the satisfaction of accomplishment, the gratification of contribution and the joys of companionship that every participant experienced in extremely full measure cannot really be done adequately. Furthermore, despite the best of efforts as well as intentions, it is likely that some accomplishments that should be noted will be omitted, reported inaccurately or misinterpreted.

Nonetheless, it is believed that this report presents a rather complete and truly honest picture of the Institute and the professional

development of the participants. In any event, it is also believed that the participants will continue to be kind, understanding and suportive.

Purpose of the Institute

The purpose of the Institute was to prepare educational media specialists to work with teachers and students for the improvement of teaching and learning in schools, teacher-preparing institutions, community colleges, vocational schools and undergraduate colleges. The Institute program was planned to give special emphasis to the work of the educational media specialist in preservice and inservice teacher education of the disadvantaged from both rural and urban areas. It was also intended that the Institute participants would be prepared to serve as instructional development specialists as well as specialists in educational media only.

Rationale

The need for educational media specialists has developed out of the heavy and extensive demands American society is making on its educational institutions. Schools and colleges now carry a major portion of the responsibility for inducting the young into society and for preparing people of all ages to cope with their roles as family members, wage earners, consumers and citizens in a very complicated, dynamic, technological, mainly urban, international and highly interdependent.

society in which change is a significant factor.

Consequently, the task of the teacher has become a complex and arduous one requiring a high degree of professional competence. Today's teachers must keep abreast of developments in their academic fields, in research in teaching and learning and in instructional methods and materials. They must learn to know their students, many of whom come from home environments and cultural backgrounds alien to their own.

Teaching is a demanding profession. Current work loads leave teachers little time or energy for planning and preparing for their daily activities, not to mention activities essential for their professional growth and development.

Obviously, teachers need help. Instructors at all levels and in all areas need advice and assistance in establishing objectives, in planning instructional strategies, and in designing, selecting, producing and using materials and other resources for teaching and learning. The professionally prepared educational media specialist is qualified to provide these services. His field of expertise is instructional development, the process for providing teachers and students with the counsel and services needed to improve teaching and learning. Instructional development includes the analysis and solution of instructional problems, the use of the total range of instructional technology, the design of messages according to instructional specifications and the use of systems analysis and design

in developing instructional programs.

Another complicating factor in developing curricula in vocational schools, community colleges and the lower divisions of four-year colleges including teacher training institutions is the need for updating existing courses and developing new ones. This calls for expertise and time that many instructors do not have. Furthermore, curriculum development is a never-ending task. Again, it is obvious that teachers and administrators must have professional advice and assistance on matters involved in the revision and improvement of curricula. The competent instructional development specialist is qualified to provide at least some of this advice and assistance.

Educational media specialists, particularly those who are highly competent in instructional development, are in extremely short supply. While the numbers being trained are increasing, the demand is expanding even more rapidly. Consequently, the imbalance between supply and demand is growing year by year. As a result, the already critical shortage is becoming increasingly acute. Without question, the recruitment and preparation of able and interested professional educatiors to serve as instructional development specialists are essential for the development of an adequate corps of professional educators. It was toward this end that this Institute was directed.

Michigan State University has excellent resources and facilities for conducting an institute for the preparation of instructional develop-

ment specialists. It has a strong faculty in Instructional Development and Technology, several of whom are recognized internationally as well as nationally as leaders in this area of specialization. The comprehensive professional program in which the major emphases are on instructional development and modern educational technology is widely recognized as outstanding. The graduates of this program occupy positions of leadership in instructional development and technology in colleges and universities of the first rank. The success of the graduates in their work indicates that they are highly motivated and professionally prepared to perform their roles as instructional development specialists. The facutly in Instructional Development and Technology at Michigan State University has excellent relationships with the faculties in Education and Communications Arts, making it possible for students in Instructional Development and Technology to take courses with professors in these allied areas and to have these professors on their doctoral committees. Arrangements for students in Instructional Development and Technology to have guided field experiences in various departments of the University and in other colleges and schools in Michigan are well established.

Objectives

The overall goal of the Institute was to prepare educational media specialists (i.e., instructional development specialists) to work with teachers and students for the improvement of teaching and learning in

schools, teacher-preparing institutions, community colleges, vocational schools and undergraduate colleges.

More specifically, the Institute program was designed to enable those who completed it successfully:

1. To utilize systems analysis and design in identifying and studying instructional problems, in establishing objectives, in developing new teaching strategies and materials for problem solutions and in designing and applying appropriate instructional media in the process.

2. To evaluate and use effectively all types of instructional media.

3. To design, direct the production of, and validate graphic and pictorial instructional materials.

4. To design and conduct evaluation studies to determine the pedagogical as well as the cost effectiveness of teaching strategies and instructional materials.

5. To work effectively with teachers and with the trainers of teachers on the planning of teaching strategies and the selection, design and use of media.

These five major objectives and the sub-objectives specified for each served as the principal guidelines for the development of the several activities which constituted the Institute program.

Intra--and Interinstitutional Cooperation

The high degree of success achieved in the Institute was due in no small measure to the excellent advice and assistance provided by members of the professional staffs of a number of schools and colleges in Michigan.

These people contributed to the Institute program and to the professional development of the participants in a variety of ways. They advised the director in planning the Institute and in developing and conducting the program. They made arrangements for Institute participants to have guided field experiences and in several instances they supervised the field activities of the participants. They made the necessary arrangements and organized and conducted the tours and programs for Institute participants at the institutions to which field trips were taken. In addition to serving as instructors in the courses, seminars and independent studies taken by the Institute participants, a substantial number of Michigan State University professors served on the participants' guidance committees which approved and supervised the participants' programs and research and which conducted the oral examinations of the participants' dissertations.

The cooperation of Dr. Robert L. Slocum, Assistant Superintendent for General and Vocational Education in the Ingham Intermediate School District, was especially helpful. Dr. Slocum arranged for his district to be a co-applicant for the USOE grant that supported the Institute. He arranged for the participants to visit the Intermediate School District offices to meet the director of the newly approved Capital Area Skills Center and the key members of his staff and to learn about the work they were doing in planning the building for the Area Skills Center, in selecting equipment and facilities, in developing curricula and instructional modules and in selecting materials and other resources for teaching and learning. Dr. Slocum offered the Institute participants opportunities to participate in the various planning and developmental activities then underway. However, except for three or four participants who planned and produced a slide-tape program describing the Area Skills Center and its program which the staff of the Center used to recruit students in the high schools served by the Ingham Intermediate School District, no other Institute participants chose to become involved.

Through the cooperation and assistance of Dr. Joseph E. Hill, President of Oakland Community College in Bloomfield Hills, Michigan, two Institute participants had an intensive, invaluable field experience in that institution throughout their second year in the Institute. Both did their research for their dissertations at Oakland Community College and Dr. Hill served on their dissertation committees. Not only did these two

participants learn a great deal about the unique instructional program at Oakland Community College and the Educational Sciences underlying it, they also contributed, modestly but importantly, to the program and its theoretical foundation.

Dean William Monroe, Professor David Shull, and Mr. Dale Dunham of the Lansing Community College, Lansing, Michigan, made it possible for Institute participants to visit that college and for those who chose to participate in various activities there to be rewarded with interesting and worthwhile educative experiences.

Dr. David W. Hessler and his colleagues in educational media at Western Michigan University in Kalamazoo, Michigan, made the field trip the Institute participants took to that institution extremely profitable. Mr. Neil Schoenhals also provided an Institute participant an opportunity to visit the media center at Western Michigan University on several occasions, and to study its organization and operation.

Dr. Charles Ritchie, and his staff at Ferris State College in Big Rapids, Michigan, arranged an interesting and informative program for the Institute participants when they visited that college. Other persons who were most cordial and cooperative in presenting their programs and in helping the Institute participants learn about instructional development and technology in higher education during field trips were Dr. Gregory Trzebiatowski and Dr. DeLayne Hudspeth of The Ohio State University, and Dr. Castelle Gentry and Mr. Roger Kennedy of

the University of Toledo.

Miss Evelyn Clark, Principal of the Allen Street School in Lansing, Michigan, provided three Institute participants with opportunities to observe the work being done in that school where there was a special project underway involving the cooperation and participation of faculty members from the College of Education at Michigan State University.

The schools and colleges which cooperated with the Institute and their staff members who were significantly involved in the Institute program are listed in Appendix B.

Publicity and Recruitment

Because the proposal for the Institute was not approved until late in the academic year, 1969-70, the time for publicizing the Institute and for recruiting and selecting participants was limited to a very few weeks. However, through announcements by the USOE and the Association for Educational Communications and Technology and by means of a national distribution of approximately 1500 brochures produced by the Institute director (a copy is in Appendix C), potential participants throughout the entire nation were made aware of the Institute. Applications complete in every respect were received from 85 individuals including an education officer in Ponape in the United States Trust Territory. All regions of the United States were represented by the 85 applicants.

The Participants

The Institute was designed for twelve participants. A committee of the Instructional Development and Technology faculty selected twelve of the 85 applicants to participate in the Institute and twelve alternates. One person declined her invitation to accept an attractive offer in a national airline's training program and one man resigned from the institute before it began. The first and second alternates accepted invitations to take their places.

At the end of the first academic year, one participant received his Ph. D. and left the Institute. Two months later three other participants withdrew from the Institute, one to accept an internship in the USOE, another to become a media specialist in the Model Secondary School for the Deaf at Gallaudet College, and the third to accept an appointment as an intern in the Center for the Advanced Study of Technology. These three were replaced by three doctoral students in Instructional Development and Technology who had been in full-time residence at MSU for the preceding year.

The fifteen people who participated in the Institute for part or all of the time it was in session came from eleven different states and the United States Trust Territories in the Pacific. Six came from professional positions in elementary and/or secondary schools. One of these was a vice-principal. The other five were teachers, two of whom also

carried responsibilities for media management. One participant came from a community college and three from four-year undergraduate colleges. Three had worked most recently at the district or regional level. One had had no professional experience in education except as a student assistant. Formerly, he had been a successful business man. The participants are named in Appendix D.

Program

The Institute program was comprised of the individual doctoral programs of the several participants.

Seminar. The major common element of the Institute program was the seminar (ED882--Seminar in Instructional Development) which met weekly during the two academic years the Institute was in session and which was under the direction of the Institute directors.

The Institute activities during the 1970 Fall term and the first part of the 1971 Winter term were planned by the directors. However, about midway in the Winter term, the planning of seminar activities and their direction were responsibilities assumed by the participants. This proved to be a highly successful venture. Never in his professional career had the Institute director been so successful in getting his students to assume responsibility for planning, directing and evaluating their own learning experiences.

The seminar activities included presentations by the participants and directors, MSU faculty members and visiting resource persons. (See Appendix E for the names of the MSU faculty and the visiting resource persons.) The seminar also provided opportunities for the participants to discuss and evaluate their experiences, to ask questions and to plan activities. (Much of the planning which participants did was done during "brown bag luncheon sessions" which they organized and conducted during the noon hour on Wednesdays.) In a sense the seminar also served as a "homeroom" for the participants.

Task Forces. During the last two terms the Institute was in session, Winter and Spring of 1972, the seminar time was devoted to the work of three task forces that evaluated the MSU professional program in Instructional Development and Technology and that developed proposals for revising that program and for improving instruction offered through it. All of the Institute participants were involved in organizing the task forces and in defining their missions. They also participated in the work of the task forces as did several other students and faculty in Instructional Development and Technology. The task forces were highly productive and their reports (Appendix F) enabled the faculty in Instructional Development and Technology to move ahead significantly in their efforts to strengthen their professional program and to plan for improving instruction offered through this program. In addition, the Institute participants found their experiences in the task forces to be

very valuable in helping them understand and appreciate the instructional development process.

Guided Field Experiences. Opportunities to learn about a variety of media programs and to become acquainted with selected instructional development projects were made available to participants by means of field trips. (The trips taken are listed in Appendix G.)

Each participant, individually or as a member of a team of two to four, was involved in various types of instructional development projects. These included the development work in ED200--Individual and the School, cognitive mapping at Oakland Community College, the development of training program for breathalyzer operators for the Highway Traffic Safety Center, the development of materials for ED325A--Methods of Teaching Reading, the implementation of a mastery teaching plan for ED411--School Learning I, and the designing, developing and testing of a mediated program for teaching students in television and radio to operate basic studio equipment. One participant served as an instructional development specialist in a Florida Junior College during the 1971 summer. One student observed regularly for several weeks the operation of the Instructional Resources Center at Western Michigan University and other students had similar experiences at Lansing Community College. Institute participants rated their guided field experiences as among the most valuable of their Institute experiences. Reports from the persons in the field situations with whom the participants worked

had high praise for the participants' contributions to their projects.

Staff

In addition to Dr. Paul W. F. Witt, Institute Director, and Dr. Elwood E. Miller, Associate Director, all faculty and staff of the MSU Instructional Media Center as well as several other MSU faculty from other departments were associated with the Institute and participated in the Institute seminar. A large number of faculty from the College of Education and other colleges in the University served on the participants' guidance committees. Two nationally known media specialists were brought in to participate in the Institute seminar. One of these spent considerable time consulting with participants in personal conferences. Arthur I. Boone served as the graduate assistant in the Institute the first year and Wilma Bennett during the second year.

Workroom

Institute participants had their own desks, book shelves,and file drawers in the graduate students' workroom provided for graduate students in Instructional Development and Technology. Typewriters and calculators were available for their use. Participants had access to photographic, audiovisual and duplicating equipment and a small production laboratory. A special collection of books and other printed materials was also available. This space and these facilities plus a communal

coffee urn and nearby soft drink and candy machines, facilitated the development of a congenial social atmosphere that contributed significantly to the professional growth of the Institute participants.

Other Activities

Other major activities associated with Institute program included the weekly student-staff luncheons and the professional programs presented at them, and attendance at one meeting of the Michigan Audio Visual Association and a joint conference of the Michigan Audio Visual Association and the Michigan Association of School Librarians. Several of the participants also attended the AECT convention in Minneapolis in the spring of 1972.

A highlight of the first year of the Institute was the symposium organized and directed by ID & T students including Institute participants. The purpose of the symposium was to clarify the definition of instructional development. At the invitation of the students three faculty members and one doctoral student presented papers to the symposium which were then discussed with the authors by the students with students serving as moderators. Students and staff, unanimously, rated this experience as of great value.

A number of social affairs were held during the course of the Institute.

Evaluation

Careful observations and a series of formal conferences as well as frequent informal conversations with the participants were important means for evaluating the Institute and the success of the participants. Because the associate director's office was directly across the hall from the graduate student workroom, and because of his "open door policy," he had almost daily contact with most of the participants. Furthermore, because the associate director succeded in establishing excellent personal relations with the participants, they were soon quick to seek his advice, alert him to problems and difficulties, offer suggestions and make requests. Throughout the course of the Institute the associate director was closely in touch with the effects of the program and the successes and problems of the participants.

As candidates for the doctorate, it was important for the participants to maintain high grade point averages. Consequently, their averages were checked each term and found to be consistently high. At the conclusion of the Institute, the grade point averages of the fifteen participants ranged from 3.45 to 4.0. Two had averages of 4.0. Seven others had averages of 3.91 or higher and five had averages between 3.82 and 3.88.

Participants were asked at certain times to make judgments about the Institute and the value of the program to them by responding to

Results

While the results of the Institute will not be fully known until the participants complete their careers as instructional development specialists, a number of significant outcomes are already clearly in evidence.

Unsolicited verbal and written communications from several of the participants subsequent to the close of the Institute indicate that they felt their experiences in the Institute were of great value, both personally and professionally.

The participants' acceptance of responsibility for planning and directing the seminar and the successful way in which they discharged this responsibility are evidence of their growing professional competence.

The successful symposium organized and directed by the students, the two pieces for Media Manpower (Vol. 2, No. 5 and Vol. 3, No. 6) which they designed and produced, and the work and reports of the curriculum task forces in which the participants played central roles, were other outstanding accomplishments of the Institute participants.

Although one Institute participant, Ronald Bass, proposed the establishment of a student newsletter, then initiated the publication of the Media Newsletter and as editor, guided its development through its first year of existence; other participants in the Institute also contributed to the success of this venture. (A sample issue of the Media

Newsletter is Appendix I.)

Four of the Institute participants produced a highly successful slide-tape program for the Capital Area Career Center that was used to inform high school students of the opportunities offered by this center.

Unquestionably, the most impressive results of the Institute to date are the number of participants who have earned the Ph. D. degree and have obtained positions as educational media specialists.

As of September 1972, eight of the fifteen participants had been awarded the Ph. D. by MSU. One had passed his orals and was making final revisions of his dissertation, and another expected to take his oral examination soon. Two were actively engaged in the completion of their doctoral programs. The other three had indicated their intentions to complete their work.

Two of the participants returned to the colleges from which they were on leave. Both were advanced in professional responsibility. After one year in a major university as an assistant professor, the one who received his degree in June 1971 became the instructional development officer in another major university. Two accepted positions as instructional development specialists, one in a school of medicine, and the other in a school of dentistry. Another became a media administrator and instructional development specialist in a small liberal arts college. One became the assistant director of the MSU Instructional Television Service. Four were appointed assistant professors of

education to serve as media specialists in teacher education programs. One who withdrew early is a media specialist in the Model Secondary School for the Deaf, Gallaudet College. One is representing the MSU Resource Utilization Project, (EPDA, Part E, Institute) at Federal City College and another is on the NSMI staff at MSU. Both of the latter are still working toward the fulfillment of degree requirements.

The individuals who have received their degrees and the professional positions of all of the participants are listed in Appendix D.

Since the Institute program was designed as a two-year post-master's program leading to the doctorate, the information presented immediately above is strong evidence of the success of the Institute.

Data Collection

Since this Institute was not designed to collect data, none was obtained.

Problems

In retrospect, because of the high degree of success achieved in the Institute, the problems encountered have tended to fade away. However, one was of sufficient importance to be mentioned here.

Making arrangements for students' field experiences and keeping in touch with students' field activities in order to advise and assist them takes a great deal of time. It requires an ability to judge the

potential value of a given opportunity for field experience. Further, one must have excellent professional relationships with the practitioners in the field. These are major aspects of the current trend toward greater emphasis on first-hand guided experience as a central element in professional education and are in urgent need of intensive study.

Dissemenination Activities

The Institute was publicized within the University by stories in the MSU Faculty News and the College of Education Newsletter.

The participants designed and produced stories for two issues of Media Manpower. Reports on the Institute which the participants helped compile were prepared for Media Manpower for the 70's: II and III.

Through the efforts of one participant who proposed the publication and then edited it for a year, a newsletter, the Media News, was published bi-weekly and distributed to faculty, students and alumni in the area of Instructional Development and Technology. (A representative issue of the Media News is Appendix I.)

Articles published in professional journals by participants during the course of the Institute are listed in Appendix J.

Although not about the Institute per se, the dissertations written by the participants constitute a major contribution to the professional literature in the media field.

Recommendations

It is recommended that because of the continuing shortage of media specialists, particularly those who are prepared to serve as instructional development specialists, the funding for media institutes be continued on an even larger scale than at present.

It is also recommended that grants for institutes provide for the support of personnel required to manage the field activities which are essential in preparing educational media specialists.

Finally, it is recommended that first priority be given to institutes which provide programs that enable participants to earn a degree. Possession of a degree, particularly a doctorate, is essential for an individual to obtain a leadership position in the field. It seems clear that investing in preparation that leads to a degree will pay the greatest returns over time.

Budget

A copy of the final financial report, submitted to the USOE on OE Form 7203, is attached.

Paul W. F. Witt
Institute Director

January 1973

APPENDIX A

AN INSTITUTE FOR THE ADVANCED PROFESSIONAL PREPARATION OF EDUCATIONAL MEDIA SPECIALISTS TO WORK IN SCHOOLS, TEACHER TRAINING INSTITUTIONS AND COMMUNITY COLLEGES

REPORT

ACADEMIC YEAR, 1970-71

OFFERED BY
INSTRUCTIONAL MEDIA CENTER
MICHIGAN STATE UNIVERSITY

IN COOPERATION WITH
THE BUREAU OF EDUCATIONAL
PERSONNEL DEVELOPMENT
OFFICE OF EDUCATION

UNDER THE
EDUCATION PROFESSIONS DEVELOPMENT ACT
TITLE V-D

AN INSTITUTE FOR THE ADVANCED PROFESSIONAL PREPARATION OF EDUCATIONAL MEDIA SPECIALISTS

Modern instructional technology is a powerful means for improving the quality and increasing the effectiveness and efficiency of teaching and learning. When used appropriately and skillfully, instructional technology greatly facilitates the education of children, youth and adults in all areas of instruction.

However, the development of instructional technology in schools and colleges has been slow and spotty. Even though much has been done to provide equipment and materials and to help teachers use them intelligently, the level of development of instructional technology remains distressingly low and the pedagogical values gained from its use are only a small fraction of its full potential. In view of this situation, the Commission on Instructional Technology concluded that instructional technology has had very limited influence on America's schools and colleges.

PROBLEM The Commission identified the extreme shortage of specialists in instructional technology as a major reason for the low level impact of instructional technology on American education. Competent educators who have a high degree of expertise in instructional technology are essential for providing teachers with the preparation and guidance they need to make optimum use of the new media and methods. In many schools and colleges these specialists are simply not available. While the numbers of media specialists

who are being trained are increasing, the demand for these specialists is expanding even more rapidly. Consequently, the imbalance between supply and demand is becoming greater year by year. Therefore, the already critical shortage of media specialists is becoming increasingly acute. A concern for this problem and a desire to concentrate resources on an endeavor that would help alleviate the shortage of media specialists prompted the faculty in Instructional Development and Technology at Michigan State University to propose this institute.

PLAN In cooperation with the Ingham Intermediate School District and several units of Michigan State University, the faculty in Instructional Development and Technology devised a plan for selecting experienced educators with Master's degrees to spend two years in a specially designed program leading to the doctorate in Education with a major in Instructional Development and Technology. The cooperating units of Michigan State University were: the Instructional Media Center, the Instructional Development Service of the Assistant Provost's Office, the Learning Service, University College, the School for Teacher Education, and the Instructional Resources Center of the College of Education.

PARTICIPANTS The institute was publicized by the nation-wide distribution of more than 1500 brochures. Despite strikes of postal workers and a deadline for posting applications scarcely more than three weeks beyond the date on which the brochures were mailed, eighty-five applications were received. Of the twelve individuals who were invited to participate in the

institute, two declined in order to accept attractive professional positions, one in a college and the other in industrial training. Their places in the institute were filled by the first and second alternates.

The eleven men and one woman in the institute came from nine different states including Georgia, North Carolina, Connecticut, New Jersey and Oklahoma. One man came from the Pacific Trust Territories where he had served three years as an education officer. All twelve had Master's degrees and two or more years of teaching experience. All but two took their Master's degrees in educational media. Their experience as media specialists ranged from no such experience to several years coordinating or working in audiovisual programs.

The selection of institute participants was not an easy task since the majority of applicants had excellent academic and professional records and very supportive recommendations. However, the faculty is confident it selected twelve very able young educators, each of whom is doing extremely well in the institute program.

The receipt of a large number of applications from obviously able people from all parts of the Nation within a time span of approximately three weeks clearly suggests that there are many young educators eager to have advanced professional preparation in instructional technology. Since specialists in instructional technology are so urgently needed in schools and colleges, it is regretable that only twelve of the eighty-five could be accepted in this institute. It is also unfortunate that funds are not available for many additional institutes of this kind.

PROGRAM The purpose of the program is to prepare instructional media specialists to work in schools, teacher training institutions and community colleges. The program was designed to emphasize the work of the instructional media specialist in preservice and inservice teacher education, vocational education, and the education of the disadvantaged from both rural and urban areas.

The program was designed to enable those who complete it successfully:

1. To utilize systems analysis and design in identifying and studying instructional problems, in establishing objectives, in developing new teaching strategies and materials for problem solutions and in designing and applying appropriate instructional media in the process.
2. To evaluate and use effectively all types of instructional media.
3. To design, direct the production of and validate graphic and pictorial instructional media.
4. To design and conduct evaluation studies to determine the pedagogical as well as the cost effectiveness of teaching strategies and instructional materials.
5. To work effectively with teachers and with the trainers of teachers on the planning of teaching strategies and the selection, design and use of media.

The program was designed as a two-year, Post-Master's program leading to either the Ed. D. or Ph. D. degree. Each participant's program was planned in terms of his previous professional preparation and experience and the general requirements for the doctorate at MSU.

Guided experiences as an instructional media specialist (i.e., internships) are an essential component of each participant's program. At the outset, these experiences were mainly observational in character. Later, the participants became increasingly involved with greater responsibility. Their involvement has been with specific reference to media and the professional activities of the media specialist. Their work is under the direction of the MSU faculty in Instructional Development and Technology.

Another feature of the program is a seminar which the participants attend weekly throughout the academic year. The seminar is conducted by the director of the program. Other MSU faculty members participate. The seminar emphasizes the role of the media specialist in the improvement of instruction and the development of curriculum. It is the instrumentality through which the faculty helps participants understand the significance of their field experiences and the relationship of these experiences to other components of their programs. Through the seminar the director and his associates help the participants integrate and unify their program experiences.

PERCEPTIONS A desirable development not anticipated was the enthusiasm with which participants responded to the opportunity to share in planning and directing the institute seminar. Since midyear the participants, with the approval and support of the director, have carried a major share of the responsibility for planning and directing seminar activities. They have done this most responsibly and with very successful results.

Although other graduate students in Instructional Development and Technology participated in the student-faculty Symposium on Instructional

Development held during the Spring, the institute participants played key roles in instituting the symposium and in planning and directing it. The symposium was a highlight of the year's program in Instructional Development and Technology.

Mainly through the efforts of one participant, a Media Newsletter is published bi-weekly and distributed to students, faculty and alumni in Instructional Development and Technology.

One of the most opportune field experiences resulted from the director's offer to allow students to find their own opportunities for such experience. One participant convinced one of his professors to allow him to work with the professor on the re-design and re-development of the course the participant had taken with the professor during the fall quarter.

Another unanticipated development came about when members of the institute were permitted to design and develop a report on the institute for Media Manpower. The result was an interesting and accurate story about the institute which reflected the enthusiasms of each participant for his experiences in the institute. One participant wrote the story, another planned and shot the pictures, and a third wrote captions for the pictures which included a statement about the institute made by the participant shown in the picture.

Not anticipated was the time required to orient the institute participants to the University. (Nine were at MSU for the first time.) Also unanticipated were the time and energy required to make arrangements for guided field experiences, to introduce and orient participants to the situations in which they were to work and to keep in touch with their field activities.

As to insights gained: if one will treat institute participants as professional colleagues, they will respond as professional colleagues.

If the past year's institute activities were to be lived over again, an effort would be made earlier to involve the participants in planning and directing their own institute experiences. Additional staff to work with participants in their field experiences would also be requested. This is an exceptionally time consuming responsibility.

RESULTS The participants are agreed that the following aspects of the institute have been of special value: the staff's flexibility in the development of the institute program; the staff's concern for each individual and his professional development; freedom to plan doctoral programs in accordance with individual professional goals; the participants' involvement in planning and directing seminar activities; the diversity of institute activities including lectures by outstanding authorities from a variety of fields, informative field trips, and practical field experiences as well as regular doctoral level courses and seminars. The participants are further agreed that it was valuable to meet with resource persons from off-campus as well as from the MSU faculty and to encounter the range of philosophies and viewpoints expressed by these people. The participants regard most highly their professional and social associations with their fellow institute members and with other doctoral students in Instructional Development and Technology, especially those they have daily in the student workroom. They have been impressed by the quickness with which they became a unified, working group. They believe they have been stimulated by and have learned much from each other.

On the less than positive side are the comments of participants which indicate that the first term was a time of some confusion, that the seminar program was at times so concentrated that there was not enough time for reflection and reaction, that there should be more leeway in the course requirements in research design and statistics, that there should be more "how-to" courses, and that more time is needed to do all that one desires to do.

In their own words, participants' reactions to the institute are:

"This year has been the most fulfilling year of my professional life... because I got to know the faculty and staff and I have been able to associate with the top quality professionals who were my fellow grad students."

"The institute has afforded me the opportunity to renew my faith in education, the program giving me the professional training to make it possible to find professional relevance and to assume again a leadership role."

"I have found the program to be well planned and executed, with the needs of the individual as a major consideration."

"I have been very impressed with and pleased with the attempt which has been made to expose all of us to a broad range of instructional development models rather than to indoctrinate us in terms of the MSU model.... I have been very pleased with the extreme flexibility in terms of providing experiences most beneficial to each of us as an individual."

"Comaraderie of the institute participants as a group is something I did not expect when I arrived. Friendliness and help of staff was another pleasant surprise."

"This year has been of value to me because it supplied a rare blend of theory and practical application.... My perceptions of education, instructional development, learning theory, statistics, educational research, higher education, and the college students and myself have changed."

"I feel that this year has been the most rewarding year of all my years of academic pursuits."

Finally, one bit of evidence that the institute is contributing to a reduction of the shortage of specialists in instructional technology is that one of the twelve, one who had had one year of professional preparation beyond the MA when he entered the institute, will receive his doctorate in June and in the fall will join the faculty of the College of Education in a major university in the South.

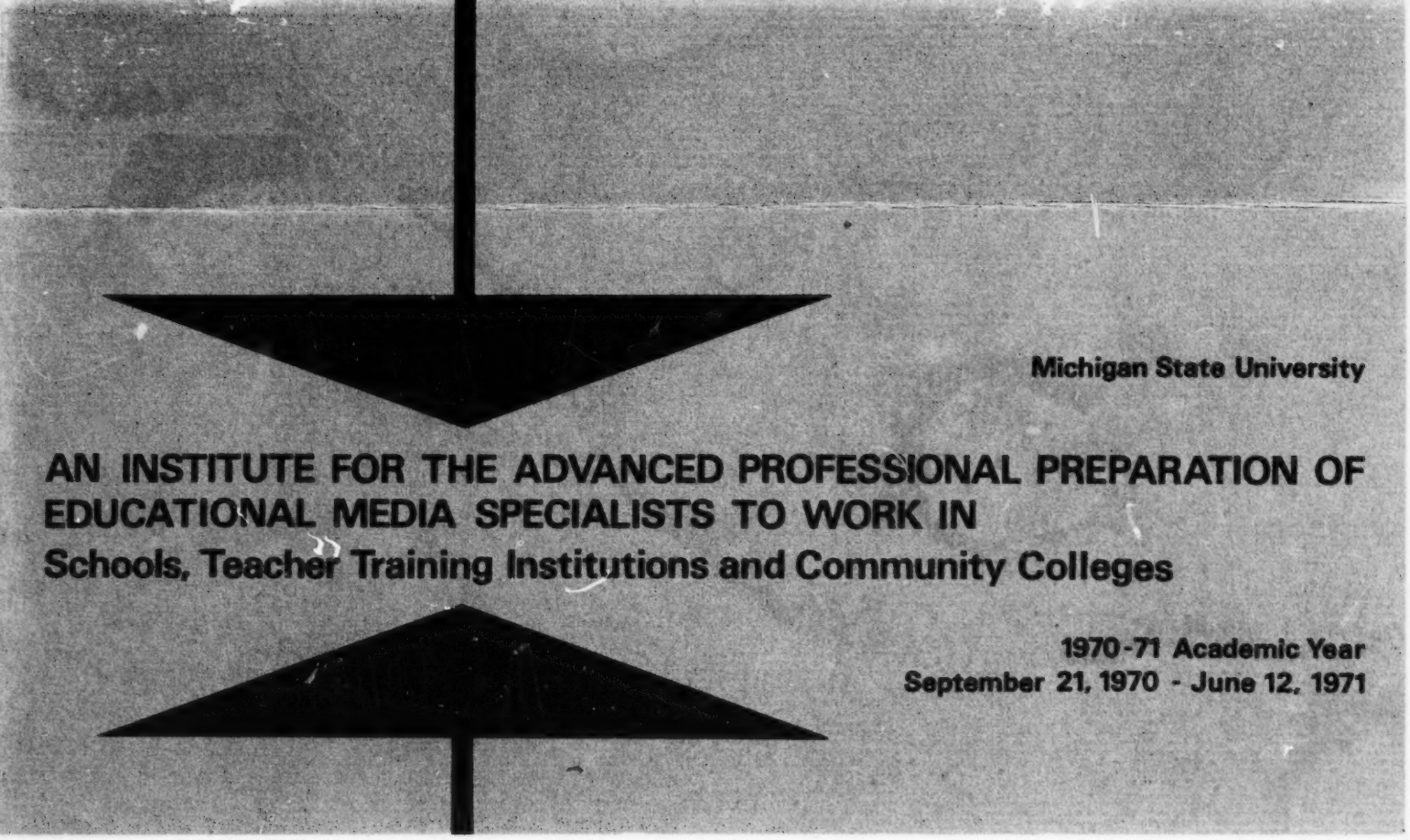
RECOMMENDATIONS In view of the inadequacy of the supply of specialists in instructional technology and the obvious interest of many able educators to obtain advanced professional preparation in this field, it seems clear that the Federal government would be wise to continue to support institutes and fellowship programs for the preparation of these specialists. MSU is willing and eager to continue to conduct institutes and to offer advanced professional preparation for this purpose.

APPENDIX B

SCHOOLS AND COLLEGES INVOLVED IN

THE INSTITUTE PROGRAM

Institution	Contact Person
Allen Street School	Miss Evelyn Clark
Florida Junior College Jacksonville	Mrs. Mary Alice Webb
Ingham Intermediate School District, Mason, MI	Dr. Robert L. Slocum
Lansing Community College	Dean William R. Monroe Dr. David Shull Mr. Dale Dunham
Michigan State University	
College of Education	Dr. Judith E. Henderson Dr. Walter G. Hapkiewicz Dr. Charles V. Mange
Highway Traffic Center	Dr. Gordon H. Sheehe
Television and Radio Department	Dr. Robert Schlater
Oakland Community College	Dr. Joseph E. Hill
Western Michigan University	Dr. David W. Hessler Mr. Neil Schoenhals



Michigan State University

AN INSTITUTE FOR THE ADVANCED PROFESSIONAL PREPARATION OF EDUCATIONAL MEDIA SPECIALISTS TO WORK IN

Schools, Teacher Training Institutions and Community Colleges

1970-71 Academic Year
September 21, 1970 - June 12, 1971

AN INSTITUTE FOR THE ADVANCED PROFESSIONAL PREPARATION OF EDUCATIONAL MEDIA SPECIALISTS TO WORK IN SCHOOLS, TEACHER TRAINING INSTITUTIONS AND COMMUNITY COLLEGES

Offered in Cooperation with
The Bureau of Educational Personnel Development
Office of Education
under the
Education Professions Development Act
Title V-D

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore EPDA programs must be operated in compliance with this law.

MICHIGAN STATE UNIVERSITY is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, creed, or national origin.

MICHIGAN STATE UNIVERSITY is a land grant institution and lists among its faculty distinguished scholars and educators with national and international reputations.

PURPOSE

The purpose of the Institute program is to prepare instructional media specialists to work in schools, teacher training institutions and community colleges. The program is designed so special emphasis will be given to the work of the instructional media specialist in preservice and inservice teacher training, vocational education, and the education of the disadvantaged from both rural and urban areas.

OBJECTIVES

The institute program is designed to enable those who complete it successfully:

1. To utilize systems analysis and design in identifying and studying instructional problems, in establishing objectives, in developing new teaching strategies and materials for problem solutions and in designing and applying appropriate instructional media in the process.
2. To evaluate and use effectively all types of instructional media.
3. To design, direct the production of and validate graphic and pictorial instructional materials.
4. To design and conduct evaluation studies to determine the pedagogical as well as the cost effectiveness of teaching strategies and instructional materials.
5. To work effectively with teachers and with the trainers of teachers on the planning of teaching strategies and the selection, design and use of media.

PROGRAM

The Institute program for 1970-71 is designed to be the first year of a two-year, Post-Master's program leading to either the Ed.D. or Ph.D. degree. Each participant's program will be planned in terms of his previous professional preparation and experience and the general requirements for the doctorate at MSU.

Guided experiences as an instructional media specialist (i.e., an internship) will be an essential component of each participant's program. At the outset, these experiences will be mainly observational in character. Later, the participants will become increasingly involved with greater responsibility. They will work with pupils as well as teachers. Their involvement will be with specific reference to media and the professional activities of the media specialist. At all times they will work under the guidance of the MSU faculty in Instructional Development and Technology. Guided field experiences will be a part of the participants' programs each term.

Another feature of the proposed program is a seminar which the participants will attend weekly throughout the entire academic year. The seminar will be conducted by the Director of the program. Other MSU faculty members will participate. The seminar will focus on the role of the media specialist in the improvement of instruction and the development of curriculum. It will be the instrumentality through which the faculty will help the participants understand the significance of their guided field experiences and the relationship of these experiences to the other components of the program. Through the seminar the Director and his associates will help the participants integrate and unify their program experiences.

INTRA- AND INTERINSTITUTIONAL COOPERATION

A local intermediate school district as well as several units within Michigan State University will be represented on the Institute's Advisory Committee and will provide opportunities for the participants' guided field experiences.

ELIGIBILITY

The Institute is designed for twelve (12) participants who are engaged in doctoral study at the Post-Master's degree level. Participants will be required to be in residence at Michigan State University for the 1970-71 academic year and to devote full-time to the Institute program.

Applicants will be accepted from:

- Audiovisual specialists and librarians
- Elementary and secondary school teachers, supervisors and administrators
- Vocational school teachers and administrators
- Community college teachers and administrators
- Psychologists and systems analysts

The factors that will be taken into account in selecting the participants are:

Verbal score on the MAT or GRE
(In general, an applicant will be expected to have a score above the 50th percentile.)

Previous education
(A Master's degree or equivalent will be required. Applicants with work beyond the Master's degree will be eligible for admission provided they have at least one year of additional course work to complete on a doctoral program.)

Teaching experience
(A minimum of two years of teaching experience will be required.)

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Professional recommendations

(Each applicant will be required to have letters of recommendation from three individuals who are qualified to judge his past professional accomplishments and to estimate his potential as a media specialist.)

Interest in a career as a media specialist

(Each applicant will be required to submit a statement indicating his interest in the program and his reasons for wanting to participate.)

Although previous experience as a media specialist is not a requirement for admission, individuals with such experience will be given preference — all other factors being equal. Special consideration will also be given to applicants who have professional positions as media specialists from which they can be granted leave or to which they will be appointed after receiving the professional preparation offered in the proposed program.

The final selection of participants from among eligible applicants will be made by a committee of faculty members in Instructional Development and Technology at Michigan State University.

DATES

September 21, 1970 through June 12, 1971 (Academic Year Institute, 36 weeks).

APPLICATION DEADLINE

Requests for application forms should be directed to Paul W. F. Witt, Institute Director, Instructional Media Center, Michigan State University, East Lansing, Michigan 48823. Completed applications must be postmarked on or before April 15, 1970.

Accepted applicants and alternates will be notified no later than April 27, 1970.

Letters of Acceptance must be postmarked no later than May 5, 1970.

ACADEMIC CREDIT

Graduate credit may be earned by the participants. To obtain credit a participant must be accepted by the Graduate School prior to the start of the Institute program.

STIPENDS

Full-time participants will receive $2700.00 ($75.00 per week) plus $540.00 ($15.00 per week) for each dependent.

Tuition and enrollment fees will also be paid by the University.

HOUSING

During the academic year, the University provides modern dormitory and married housing facilities for most of its 40,000 students. These facilities will be available for the full-time participants enrolled in this Institute. These are two pertinent types of housing.

(1) Graduate dormitory rooms for individual participants are available at $145 per quarter (double) and $192 per quarter (single).

(2) Furnished University apartments are available on campus for married participants. The cost is $104 to $110 for one and two bedroom family units, respectively.

REQUEST FOR APPLICATION FORMS:

Dr. Paul W. F. Witt, Director
EPDA Title V-D Institute
Instructional Media Center
Michigan State University
East Lansing, Michigan 48823

Date_____

Please send application materials for the EPDA Title V-D Institute to:

NAME_____ Home Phone No. _____

STREET ADDRESS_____ School Phone No._____

CITY_____ STATE_____ ZIP_____

STAFF

Dr. Paul W. F. Witt, Institute Director, Professor, College of Education, Head, Instructional Development, Instructional Media Center, Michigan State University.

Dr. Charles F. Schuller, Professor, College of Education, Director, Instructional Media Center, Michigan State University.

Dr. Elwood E. Miller, Associate Professor, College of Education, Instructional Media Center, Michigan State University.

Dr. Kent L. Gustafson, Assistant Professor, College of Education, Instructional Media Center, Michigan State University.

Professor M. Ali Issari, Associate Professor, College of Communication Arts, Head, Film Production, Instructional Media Center, Michigan State University.

Dr. Erling Jorgensen, Professor, Education and TVR, Director, Closed Circuit Television, Associate Director, Instructional Media Center, Michigan State University.

Professor Wilfred Veenendaal, Associate Professor, College of Education, Associate Director, Instructional Media Center, Head, Graphics, Michigan State University.

Dr. Paul W. F. Witt, Director
EPDA Title V-D Institute
Instructional Media Center
Michigan State University
East Lansing, Michigan 48823

Place Stamp Here

APPENDIX D

Institute Participants

CODE:
1. Name
2. Previous Professional Position
3. Current Professional Position
4. Current Address
5. Bachelor's Degree
6. Master's Degree
7. Doctorate
8. Period of Participation in Institute

1. Harry L. Ackerman
2. Assistant Principal, Junior High School, Newton, New Jersey
3. Director, Bio-Medical Communications Center
4. School of Medicine
   University of Arkansas
   Little Rock, Arkansas 72205
5. B.S. (Education), State College, East Stroudsburg, Pa., 1959
6. M.Ed. (Administration), Lehigh University, 1966
7. Pending Final Oral Exam
8. September 1970 - June 1972

1. Ronald K. Bass
2. Director of Instructional Media, Dalton Junior College, Dalton, Georgia
3. Assistant Professor
   Office of Dental Education
4. College of Dentistry
   University of Florida
   Gainesville, Florida 32601
5. B.A. (History-Government), Jacksonville University, 1966
6. M.Ed. (Educational Media), University of Georgia, 1969
7. Ph.D. (ID&T), Michigan State University, 1972
8. September 1970 - June 1972

1. Barry D. Bratton
2. English Teacher, Mifflin County School District, Lewistown, Pennsylvania
3. Specialist
   National Special Media Institute
4. Instructional Media Center
   Michigan State University
   East Lansing, Michigan 48823
5. B.A. (English), Juniata College (Pennsylvania), 1966
6. M.A. (Educational Communications), University of Pittsburgh, 1969
7. Dissertation stage
8. September 1970 - August 1971

APPENDIX D (Cont'd.)

1. Richard J. Boutelle
2. Audio-Visual Education Instructor, Wisconsin State University, Stevens Point
3. Assistant Director for Instructional Development
4. Learning Resources Center
   University of Wisconsin
   Stevens Point, Wisconsin 54481
5. B.S. (Physical Education), Florence State College (Alabama), 1961
6. M.S. (Education), University of Massachusetts, 1968
7. Ph.D. (ID&T), Michigan State University, 1972
8. September 1970 - June 1972

1. Marvin E. Duncan
2. Assistant Director, Learning Resources Center, North Carolina Central University
3. Director, Learning Resource Center
4. North Carolina Central University
   Durham, North Carolina 27707
5. B.S. (Mathematics), North Carolina Central University, 1962
6. M.A. (Educational Media), North Carolina Central University, 1963
7. Ph.D. (ID&T), Michigan State University, 1972
8. September 1970 - June 1972

1. Thomas U. Foster
2. Sales Representative, NCR, Honolulu
3. Assistant Director, Instructional Television Services
4. Michigan State University
   East Lansing, Michigan 48823
5. B.A. (Television and Radio), San Diego State College, 1969
6. M.A. (Television and Radio), Michigan State University, 1970
7. Ph.D. (ID&T), Michigan State University, 1972
8. September 1971 - June 1972

1. Joseph G. Hagaman
2. Media Director, McGuffey School District, Claysville, Pennsylvania
3. Instructional Development Coordinator
   Instructional Technology Service
4. University of Wisconsin - Stout
   Menomone, Wisconsin 54751
5. B.S. (Education), Indiana University of Pennsylvania, 1966
6. M.Ed. (Education Communications), University of Pittsburgh, 1969
7. Dissertation stage
8. September 1970 - June 1972

APPENDIX D (Cont'd.)

1. James D. Hand
2. Teacher/Media Specialist, Rippowan High School, Stamford, Connecticut
3. Assistant Professor
   Department of Research and Human Development
4. University of Southern Mississippi
   Hattiesburg, Mississippi 39401
5. B.S. (Social Studies), State University College, Cortland, New York, 1964
6. M.S. (Instructional Media), University of Bridgeport, 1970
7. Ph.D. (ID&T), Michigan State University, 1972
8. September 1970 - June 1972

1. James R. Lawson
2. Developmental Program Coordinator, Department of Education
   Ponape Island, Eastern Caroline Islands
3. Assistant Director
   Center for Advanced Study of Technology in Education, Libraries and Information Science
4. United States International University
   San Diego, California 92124
5. B.A. (Psychology), University of California - Los Angeles, 1960
6. M.A. (Education), Northern Arizona University, 1967
7. Dissertation stage
8. September 1970 - August 1971

1. Lee J. Mullally
2. Teacher/Media Coordinator, Elmbrook School District, Brookfield, Wisconsin
3. Assistant Professor
   Instructional Resources Center
4. Kent State University
   Kent, Ohio 44242
5. B.E. (Elementary Education), Wisconsin State University, Whitewater, 1965
6. M.S.T. (Elementary Education) Wisconsin State University, Whitewater, 1970
7. Ph.D. (ID&T), Michigan State University, 1972
8. September 1970 - June 1972

1. Vincent Palacino
2. Instructional Materials Supervisor, Ferris State College, Big Rapids, Michigan
3. Acting Director, Division of Instructional Design and Media
4. Model Secondary School for the Deaf, Kendall Green
   Washington, D.C. 20002
5. B.A. (History), Central Connecticut State College, 1965
6. M.S. (Audiovisual), University of Bridgeport, 1969
7. Dissertation stage
8. September 1970 - August 1971

APPENDIX D (Cont'd.)

1. Jay C. Smith
2. Teacher/Media Program Director, Jeff Davis Parish Public Schools, Jennings, Louisiana
3. Educational Development Officer
   Office of the Provost
4. University of South Carolina
   Columbia, South Carolina 29208
   (1971-72 - Assistant Professor, Georgia State University, Atlanta)
5. B.S. (Educational Communications), University of Hawaii, 1969
7. Ph.D. (ID&T), Michigan State University, 1971
8. September 1970 - June 1972

1. Spelios T. Stamas
2. Instructional Media Coordinator, Title III Project, Savannah, Missouri
3. Director of Instructional Resources Center
4. Ithaca College, Ithaca, New York 14850
5. B.S. (History), Springfield College, Massachusetts, 1957
6. M.Ed. (Media) University of Massachusetts, 1963
7. Pending approval of final dissertation
8. September 1971 - June 1972

1. J. Edward Terdal
2. Teacher, DOD Schools, Japan
3. Doctoral Candidate - Instructional Development and Technology
4. Michigan State University, East Lansing, Michigan
5. B.S. (Math), Taylor University, 1962
6. M.S. (Physics), Western Michigan University, 1969
7. Dissertation stage
8. September 1971 - June 1972

1. Sigrid A. Trombley
2. Teacher, Hammond Public Schools, Hammond, Indiana
3. Assistant Professor, Library/Educational Media
4. University of North Caroline
   Greensboro, North Carolina 27412
5. B.S. (Physical Education), Indiana University, 1964
6. M.S. (Educational Media), Purdue University, 1970
7. Ph.D. (ID&T), Michigan State University, 1972
8. September 1970 - June 1972

APPENDIX E

MSU FACULTY AND VISITING RESOURCE PEOPLE WHO PARTICIPATED IN THE INSTITUTE PROGRAM

Visiting Resource People

Robert Heinich
Professor of Education
Indiana University

Walter A. Wittich
Professor of Education
University of Hawaii

William R. Monroe
Dean of Technologies Division
Lansing Community College
Lansing, Michigan

Robert L. Slocum
Assistant Superintendent for
General and Vocational Education
Ingham Intermediate School District
Mason, Michigan

Faculty and Staff of the Instructional Media Center, MSU

Kent L. Gustafson

Thomas E. Harries

M. Ali Issari

Erling S. Jorgensen

Curtis J. McCarty

Bruce L. Miles

Elwood E. Miller

James R. Nord

James L. Page

Charles F. Schuller

Donald J. Wilkening

Paul W. F. Witt

Other MSU Faculty

Lawrence T. Alexander
John Barson
Lawrence Borosage
Robert H. Davis
Leland W. Dean
Donald J. Freeman
Max R. Raines
Ted W. Ward
Willard Warrington
Stephen L. Yelon

APPENDIX F

TASK FORCE REPORT

TO: FACULTY OF INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY

FROM: THE STUDENT TASK FORCES ON PROGRAM REVISION

SUBJECT: THE DEVELOPMENT OF THE PROFESSIONAL PROGRAM IN INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY

The following reports are the graduate students' analysis and revision of the professional program in Instructional Development and Technology. The reports represent 5 months of study.

The stated purposes of the study were:

1. To revise the program (curriculum) so that it is relevant to the needs which the educational profession has for: (a) specialists in Instructional Development and Technology, and (b) teachers who can and will make appropriate and effective use of the total range of resources required in the implementation of a modern educational program.

2. To improve the instruction which we offer in our professional program so as to facilitate and strengthen the learning of our students.[1]

Participants in the study were students who were majors in ID&T, plus interested faculty members. Participants numbered approximately 25, of whom 2 - 5 were faculty. The reports primarily represent student effort.

To organize the Program Revision, (1) Task Forces were formed based on three major areas of instructional concern --

I. TASK FORCE GREEN studied preservice and inservice teacher instruction,

- - - - -

1. From Dr. Paul W.F. Witt's memorandum, January 7, 1972 on "Development of Professional Program in Instructional Development and Technology", page 1.

II. TASK FORCE BLUE concentrated on the Master's degree program, and

III. TASK FORCE YELLOW studied the Doctoral program.

The Task Forces met regularly each Friday morning.

(2) The Task Forces followed the IDI Problem Solving Model through its first five steps, from "defining the problem" to "specifying methods".

(3) The Task Forces worked from common agreement that Instructional Development should be competency-based.

(4) The Task Forces were guided in their endeavors by a Coordinating Committee consisting of Dr. Elwood Miller, Dr. Paul Witt, a graduate assistant, and the chairmen of the three Task Forces. The Coordinating Committee met regularly at noon Tuesdays.

The format of the reports for each Task Force is as follows:

A. A statement of introduction outlining basic premises from which each Task Force proceeded;

B. Program revisions

-- identification of discrete areas of study and a listing of competencies in those areas;

-- analysis of existing programs to meet competencies (present);

-- suggested program to accommodate competencies (proposed);

-- changes necessary to move from present to proposed (transition).

In submitting their reports, the Task Forces note the following reservations:

-- these recommendations should not be considered final;

-- strategies for implementation of the recommendations have not been specified; and

-- criteria have not been fully established for judging the suggested competencies.

COORDINATING COMMITTEE:

Dr. E. Miller, Dr. Paul W.F. Witt, Thomas Foster, Arthur Savage, J. Edward Terdal, James Spooner (graduate assistant).

TASK FORCE MEMBERS:

GREEN
Wilma Bennett, co-chairman
W. Veenendaal, co-chairman
Richard Boutelle
Edward Caffarella
Marvin Duncan
James Foster, secretary
John Stamper
Dr. J. Page

BLUE
Thomas Foster, chairman
Ronald Bass, secretary
Ronald Grigsby
Lee Mullally
Sigrid Trombley

YELLOW
Arthur L. Savage, Jr., chairman
Harry Ackerman
Joseph Hagaman
James Hand
Spelios T. Stamas
J. Edward Terdal, secretary

I. PRESERVICE AND INSERVICE TASK FORCE RECOMMENDATIONS: INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY (ID&T)

A. INTRODUCTION

The concerns of all three Task Forces were (1) course work and other experiences for the Professional Program in Instructional Development and Technology at MSU, and (2) course work and other experiences to be provided as a service to other programs on campus. The primary concern of Green Task Force was the service courses and/or other experiences for Departments and Colleges of the University. Such courses could also serve the Professional Program, but not necessarily.

Initially there was some question as to the desirability of Instructional Development's involvement in programs other than its own, but after debate it was agreed that service courses were ID&T's concern, particularly for Teacher Education programs in the College of Education. Instructional Development and Technology is very much interested in the improvement of instruction through the application of its principles; as a Department within the College of Education, ID&T is concerned that all graduates be competent in the selection and use of the common media of instruction and such specialized media as their particular content areas warrant.

To that end, beginning with the competencies listed in media textbooks, Green Task Force developed a Media Competency List which was a consensus of the group. This list included the necessary knowledge, concepts and skills to achieve successful teaching experiences in today's world. The Task Force tried grouping the competencies to create a more workable format for assessment purposes, but found that this complicated rather than simplified its task. When it became apparent that additional input was needed, Green Task Force decided to create a survey instrument to get the opinions of a variety of involved people, teachers, teacher education faculty, materials center personnel and others. The Task Force tried to break down each competency into four levels of sophistication or extent of expertise. This led to further discussion and the added dimension of degree. Finally, the opinionnaire was put into a form which would allow use of IBM scoring sheets, and Green Task Force members administered the instrument to themselves. The result was lengthy and inconclusive.

After consultation with Dr. Nord and additional deliberation on the part of the committee, the following rate of rank instrument is ready for use:

INSTRUCTIONAL MEDIA CENTER
MICHIGAN STATE UNIVERSITY
MEDIA COMPETENCIES FOR PRE-SERVICE TEACHERS.

FOR THE FOLLOWING GROUPS PUT CHECKMARKS TO INDICATE THE AMOUNT OF COMPETENCY YOU FEEL WE SHOULD GIVE OUR UNDERGRADUATE STUDENTS IN EDUCATION. PLEASE BASE YOUR SELECTIONS ON THESE TERM DEFINITIONS:

CHOOSE - to be capable of selecting appropriate materials or techniques for use in the teaching setting.

USE - to be capable of implementing techniques and operating any machines involved.

PRODUCE - to be capable of designing, producing and/or executing the materials or methods indicated.

	Choose	Use	Produce	
A				Community Resources
				Nature Resources
				Materials Center
				Field Trips
B				Individualized Instr.
				Auto-tutorial Instruction
				Instructional Development
				Programmed Instruction
				Dramatization/Role Playing
				Classroom Management
				Carrel-type Self Learning
				Simulations/Games
C				Media Research
				Communications Theory
				Audio Literacy
				Visual Literacy
D				Instructional Television
				Radio
				Audiotapes
				Records
				Computer Assisted Instr.
				Duplicating Equipment
E				Videotapes
				Slides
				Filmstrips
				16mm Films
				Film Loops
				Transparencies
				Still Cameras - prints
				Opaque Projectors
F				Chalkboards
				Flannel, Magnet Boards
				Bulletin Boards
				Flat pictures, charts, etc.
				Objects, Realia
				Models
				Maps, Globes
				Dioramas
				Puppets
				Flash Cards, Curriculum Aids
G				Media Center Administration
				Library Operations

NOW, PLEASE RANK THE ITEMS WITHIN EACH GROUP BELOW USING A 1-10 SCALE. IF YOU FEEL SOMETHING IS EXTREMELY IMPORTANT GIVE IT A RATING OF 1. THOSE ITEMS THAT YOU THINK ARE LEAST USEFUL OR IMPORTANT SHOULD BE GIVEN A RATING OF 10. IF YOU FEEL AN ITEM IS IMPORTANT BUT NOT PRIMARILY SO, IT SHOULD RECEIVE A 2 OR 3. YOU MAY USE ANY NUMBER BETWEEN 1 AND 10 AS OFTEN OR AS SELDOM AS **YOU** WISH. REMEMBER YOU ARE BEING ASKED TO COMPARE AN ITEM ONLY WITH THE OTHERS IN ITS GROUP, NOT WITH OTHERS ON THE PAGE.

A
- ___ Community Resources
- ___ Nature Resources
- ___ Materials Center
- ___ Field Trips

B
- ___ Individualized Instr.
- ___ Auto-tutorial Instruction
- ___ Instructional Development
- ___ Programmed Instruction
- ___ Dramatization/Role Playing
- ___ Classroom Management
- ___ Carrel-type Self Learning
- ___ Simulations/Games

C
- ___ Media Research
- ___ Communications Theory
- ___ Audio Literacy
- ___ Visual Literacy

D
- ___ Instructional Television
- ___ Radio
- ___ Audiotapes
- ___ Records
- ___ Computer Assisted Instr.
- ___ Duplicating Equipment

E
- ___ Videotapes
- ___ Slides
- ___ Filmstrips
- ___ 16mm Films
- ___ Film Loops
- ___ Transparencies
- ___ Still Cameras - prints
- ___ Opaque Projectors

F
- ___ Chalkboards
- ___ Flannel, Magnet Boards
- ___ Bulletin Boards
- ___ Flat pictures, charts, etc.
- ___ Objects, Realia
- ___ Models
- ___ Maps, Globes
- ___ Dioramas
- ___ Puppets
- ___ Flash Cards, Curriculum Aids

G
- ___ Media Center Administration
- ___ Library Operations

Please check the appropriate lines:

___ Teacher
___ Specialist
___ Student
___ Administrator

___ Primary
___ Intermediate
___ Junior High
___ Senior High
___ College

Subject Area_____

_____

B. PROGRAM

1. INSTRUCTIONAL MEDIA COURSES OFFERED IN THE UNDERGRADUATE TEACHER EDUCATION PROGRAM

Present Status

One course (ED431) and two media modules (ED450) are offered by Instructional Development and Technology at the undergraduate level.

ED431: Instructional Media in Education is considered to be the basic undergraduate survey course in instructional media in the College of Education.

Approximately 225 students enroll annually in this course. The course is described as follows:

> Educational media for preservice teachers. Selection and utilization of flat pictures, slides, filmstrips, motion pictures, sound, models, radio, television, and field trips. Equipment operation acquired through self-instruction laboratory experience.

ED450: School and Society is the last required Teacher Education course taken by teacher education students following their ten week field student teaching experiences. Approximately twenty modules, each three weeks long (18 hours each) are available. Only one module, School and Society, is required. Students may choose two more modules from the large selection of topics (Human Dynamics and Interaction, Reading on the Secondary Level, etc.) to complete the total required 54 class hours.

The staff of the Instructional Resources Center offers two local production opportunities in instruction and gives the students actual laboratory production experiences designing and producing materials they can use later in their teaching areas. This module is offered to one or two sections during the first three weeks of each term. This enables the students to complete their production assignments before the end of the term on their own time. It is not uncommon for 50 to 60 per cent of the module group (15) to work through the term and give their presentations to their peers and instructors at the end of the term.

Media Preview-Selection Module II provides up-to-date instructional films, filmstrips, tape cassettes and reel-to-reel tapes, instructional games, etc., for review and evaluation by students.

The first several hours are devoted to the criteria and procedures for the preview, evaluation and selection of materials for particular instructional objectives. Pre-view cards listing needs for basic information with space for the evaluator's comments are made available to the participants. The new materials loaned to the University by instructional materials distributors for the term are arranged in packets reflecting appropriate subject and grade level areas. Approximately $25,000 worth of materials are loaned for the program.

The instructional films are viewed in groups. Discussions directed by appointed student leaders follow each showing. The students submit their evaluations at the end of the module. The evaluations are returned to the students for future use.

Proposed

(NOTE: Recommendations for changes in the teacher education program toward competencies in instructional technology will be offered in terms of two basic considerations: (1) the extent to which mediated instruction should be implemented, and (2) various methods of producing, coordinating, and evaluating the materials needed for the operation of the mediated instructional program.)

Two characteristics of instruction of the undergraduate learner which affect course structure should be noted:

-- learners' interests vary. Individuals come from many disciplines of study. E.g. - the ED 431 course has students from such diverse fields as Criminal Justice, Special Education of the Physically Handicapped, Radio and Television, etc.
-- learners' abilities and experience vary.

Based on these two characteristics, the Green Task Force recommends that the Instructional Development and Technology program make provision for meeting differing interest, ability and experience levels of students.

In addition, Green Task Force recommends that student performance be based on individual criterion referenced measures rather than the normative referenced measures now in use.

Green Task Force further recommends that grading procedures in instruction leading to competencies in media should be behaviorally evidenced. Production of behavioral objectives related to media competencies is basic to future application of the proposed survey instrument, continuation of a task force to specify media competencies in behavioral terms, and coordination of the objectives of all the courses in the Teacher Education program involving teaching by media.

Transition

To effect the proposed improvements in undergraduate media courses, the following changes are suggested.

There should be more coordination of objectives of undergraduate teacher training in terms of media competencies. To this end, Green Task Force feels that there should be continued use of an evaluation instrument as an integral part of the ID&T program. Continuous assessment will provide valuable feedback data from persons who have been in contact with the undergraduate options offered by ID&T. Green Task Force also feels that there should be continuation of the task force approach to program revision. Graduate students and faculty of ID&T should be involved in defining curricular problems, developing solutions, and evaluating results. Continuous evaluation of instruction is essential to revision of the program. Formative evaluation provides the link necessary to maintain a quality program of instruction.

2. MEDIA SUPPORT PROGRAM FOR THE COLLEGE OF EDUCATION UNDERGRADUATE TEACHER EDUCATION AND INSERVICE EDUCATION PROGRAMS

Present

The media support program for the Teacher Education and Inservice Education programs of the College of Education primarily take two forms: (1) the Educational Media Laboratory located in room 216 of Erickson Hall, and (2) the Graphics Laboratory located in the Instructional Resources Center, Erickson Hall.

(1) The Education Media Laboratory has six basic slide and equipment operation packages including the rationale for the total program, a general program on projection, and the step-by-step procedures for the operation of the opaque projector, overhead projector, carousel projector, filmstrip slide projector, 16mm projector, and tape recorder.

Additional learning packages and carrel space have been used for special purposes by ED410, ED411, and ED425 involving course content.

The courses with the most students using the Educational Media Laboratory are ED321 Elementary Methods, ED327 Secondary Methods, ED450 School and Society, and ED431 Instructional Media in Education. All of the students in these courses, except for 50% of the students in ED327 who take part on a voluntary basis, take the autotutorial assignments pertaining to the operation of basic audio-visual equipment. This represents approximately 2600 to 2700 annually.

(2) The Graphics Laboratory in the IRC with programs including dry mounting and laminating, color transparency lifting, color slide copy techniques, and thermo transparency production is used by approximately 1300 to 1400 students from basically the same courses previously mentioned.

In 1969 when all methods courses required their students to take the Educational Media Laboratory program approximately 4500 students were accommodated in the program. Each student averaged about two and a half hours of carrel instruction.

Records including the summer of 1970 through the spring of 1971 (four terms) reveal that 3,438 students took the media laboratory programs. At the same time, several other courses (ED410 and 411, ED325) added learning packages for their students.

The Media Laboratory has 16 carrels with rear projection. The carrels are equipped with 16 Kodak Carousels. The practice audiovisual equipment, usually four pieces of equipment for each type in the program, is rented from the Instructional Media Center.

4500, or 1000 more students per year, could be accommodated on the basis of three hours per student per year with the same personnel and equipment. By operating through the noon and dinner hours and from nine to ten in the evening, not including weekends, approximately 5000 students could be served on the average of three hours per student.

It should be noted that much of the action in the Media Laboratory, 216 Erickson Hall, is the operation of equipment. A student who is using earphones listening to a lecture or looking at slides with a narration may not be too distracted by the noise level. However, a student viewing a filmstrip with captions may be distracted by a 16mm projector operation in the next carrel even though the operator is listening to the sound track with earphones.

The facilities for the Graphics Laboratory in the IRC is another matter. Increased use of the IRC by the Methods Courses and the Media Courses plus the move of the Resource Center for Handicapped Children and Youth from the second floor to the IRC to accommodate their growth has caused extremely crowded conditions. The Children's Literature collection has been squeezed between the textbook collection and the graphics laboratory area. The graphics lab has no sink with running water and has limited storage space for materials.

Specialized instructional materials workshop laboratory space is not available for the variety of Media Module, Media Courses, and laboratory needs reflected in the many areas. The Media Preview-Selection Module II operates in preview space opposite the IRC reception desk because of the need to control materials. This has reduced the space for the storage and retrieval of the College of Education thesis collection.

Proposed

To provide the greater flexibility needed to meet the broad range of individual student expectations and needs, Green Task Force recommends the continued and emphasized use of the individual study approach. More specifically, mediated learning packages are recommended as a means of effecting individualized instruction. This approach will aid in more detailed instruction in broad content areas currently only touched on by the survey approach in lecture format. This recommendation is not to suggest that the survey approach (e.g.- the present ED431) should be discontinued. Familiarity with the wide range of media technologies and their application toward solving instructional problems is essential in the preparation of MSU's teacher graduates. It does mean, however, that the use of mediated learning packages would become a direct instruction approach rather than a supplementary approach. Although the lecture format may still be maintained for discussion and explication of the newest approaches in education, the basic course material could be conducted on a mastery basis through direct instruction provided by mediated learning packages.

Because of the complexity of the individualized approach to instruction, Green Task Force recommends the continuation of some form of task force involving undergraduate education to study various approaches before making major curriculum changes.

One approach to individualization could be extension of the Instructional Media Laboratory. The Lab's twelve mediated learning packages now available to limited numbers of students on a supplementary basis could be extended to hundreds of program packages on a direct instruction basis; many of the proposed packages will be aimed at specialized insterests. However, extension of the Media Lab will radically change its existing physical nature and operating procedures.

Transition

To bring about greater individualized instruction through mediated learning packages, the following changes should be considered:

-- space allocation. It is suggested that at least 2,500 square feet of space may be needed for expansion of the Instructional Media Laboratory; extra space exists in the hall on the north side of the Instructional Resources Center on the ground floor of Erickson Hall. (Currently the director of the Instructional Resources Center is heading a committee to study the space needs in the College of Education with hopes of identifying the priorities and providing adequate space and special facilities to meet the demands of faculty with instructional needs.) Storage and retrieval should be included in consideration of space utilization.

-- carrel stations. The number of carrel stations should be increased.

-- production of learning packages. Green Task Force recommends that the basic source of learning packages should be the student population of the Department of Instructional Development and Technology as part of the academic program. This is not to say that all materials need be produced by the students in every event, or that the instructors involved in the undergraduate program related to the media competencies are to be excluded in the decisions involving the placement of learning packages in the program. It does mean that students at the Doctoral level of study in ID&T (and possibly at the Master's level) will be asked to demonstrate competence in the role of Instructional Developers through the production of a specific program which can be used by undergraduates. The implementation of this recommendation may take several forms, perhaps even an option to the dissertation at the Doctoral level. An alternative form may involve independent study courses. Another alternative may be the task force approach following Instructional Development models. Still another alternative could involve undergraduate students themselves in a modified task force approach.

3. INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY PROGRAMS FOR GRADUATE INSERVICE EDUCATION PERSONS

Present

Another public considered important by the Green Task Force was teachers in the field with limited background and experience in instructional media. Currently three graduate courses are offered to meet the instructional media needs of most teachers. They are:

ED831A: Educational Media in Instruction
Course description
Improvement of teaching through educational media. Learning principles; nature and application of films, filmstrips, slides, transparencies, flat pictures, developmental boards, models, tape recordings, radio and television, and equipment operation.

Although 831A is no longer offered off campus it enrolls approximately 300 students each year.

ED831B: Graphics Design and Use in Instruction
Course description
Concepts, principles and techniques for preparation and use of graphics in instruction. Design and presentation of materials for developmental boards, slides, transparencies, models, and exhibits. Simple production techniques for teaching.

831B enrolls about 120 students each year.

ED831C: Photography in Instruction
Course description
Design, production, and use of photographic materials for instruction. Production of photographs, slides, filmstrips, overhead transparencies, sound tapes, and motion pictures. 35mm still camera (preferably a single lens reflex) required.

831C enrolls approximately 80 students each year.

These courses are geared to the teachers' local instructional development problems. Theory is put to work functionally on their problems in the realm of instructional design and media use.

Proposed

The main recommendation by Green Task Force related to graduate courses is that students should be allowed to take both ED431 and ED831A. Traditionally, students who have taken ED431 have not been allowed to take ED831A; the intended difference between the two courses has been the program level at which each course is directed -- ED431 to undergraduates and ED831A to graduates. Basic to the Task Force's recommendation is the fact that ED831A is substantially different from ED431.

Transition

Administrative procedures would need to be changed to allow students to register for both ED431 and ED831A. The Task Force suggests that ED431 ultimately be made prerequisite to ED831A.

II. MASTER'S DEGREE TASK FORCE RECOMMENDATIONS: INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY (ID&T)

A. INTRODUCTION

The Master's program must contain a capability to meet the broad range of needs of individual students in the program. Such flexibility is necessary due to variations in entry level knowledge, experience, and skills, and to the varying interests of individual students.

The program must also provide a pragmatic orientation which will allow our graduates to exit from the program with strong bases of knowledge, experience, and skills. This is not to say, however, that mere specialization is the end toward which the program should be directed. Rather, the program should be oriented toward providing its graduates with a generalist's perspectives and philosophy complemented with the necessary specialist skills.

In addition, the program must develop in the student a comprehensive understanding of instructional development (ID) and his role related to ID. Without this understanding, the students potential impact on the improvement of education will be relatively meaningless -- and so, in turn, would be the justification for the existence of this program. With these dimensions in mind, this program proposal encompasses the following areas: (Elements of all these areas are essential for future ID&T M.A. grads.)

1. Instructional Development
   ID and Curriculum
2. Internships/field experience
3. Evaluation and Accountability
4. Educ. Media in Instruction
   a. Hardware, Software
   b. Computers
5. Library
6. Administration and Service
7. Basic Comm. Theory and Diff. of Innovations
   a. Diffusion of Innovations
   b. Communications Theory
8. Behavioral Psychology
9. Human Psychology
10. Cognitive Mapping
11. Research

Of these areas, only Evaluation and Accountability, Software, and Research were not recommended for exclusive coverage in an individual course or set of courses. It is felt that these areas should be covered in sufficient depth in one or several of the remaining subject-areas.

Note that the total program, as recommended, is relatively more structured, particularly with regard to required course prerequisites and/or demonstrated competencies. We feel that this is a desirable factor, and one which accounts for strength and an element of control in the recommended program. At the same time, the total program still accommodates individual student experiences and interests and the student always has the option of adding courses.

The recommended program is as follows:

B. PROGRAM

1. INSTRUCTIONAL DEVELOPMENT

Present Status

The Master's student in Instructional Development and Technology is offered no formal courses in ID.

Proposed

ED 834 A -- Introduction to Instructional Development and Technology/Curriculum 3 credits
(Should be taken during the first term of the student's program; also open to pre-service and in-service teachers.)

OVERVIEW

A basic introduction to the philosophy and heuristics of instructional development, along with the place of ID&T in public education especially in the area of curriculum development.

OBJECTIVES

The student will demonstrate his/her cognitive knowledge of the following:

1. At least three ID models, their critical components (common elements), and their application.

2. The curriculum development phase of instructional development and the potential impact ID can make on curriculum development.

3. Strategies and tactics used in ID.

4. The evaluation stage of ID.

5. Values, limitations, personnel and other support services needed for effective instructional development.

ED 834 B -- Final Seminar in Instructional Development and Technology 3 credits
(Should be taken during the last term of the candidate's program.)

OVERVIEW

Seminar experience with the preparation of one or more papers. Discussion of real problems as candidates complete a Master's degree to prepare themselves to work in ID and management in education. Emphasis will be given to the areas of curriculum, research utilization, formative and summative evaluation, and grantsmanship.

(This course should be taught by the same instructor who is teaching the Introduction to ID&T/C course.)

Transition

Two new courses are proposed in order to make the transition from none to some.

2. INTERNSHIP

The internship component would represent an addition to the present program. Through the internship a student would gain experience in areas where he is expected to function upon completion of his degree.

Present Status

Internship is not available now.

Proposed

The internship phase of the Master's program in ID&T should be flexible and based upon the individual's previous experiences. It should involve from one to two terms within the Master's program, again being dependent upon previous experience.

Each internship should constitute two half-days per week in the field or the equivalent thereof. This experience would earn the individual 3 credit hours per term based upon student oriented objectives developed with the individual's advisor prior to the internship. Hopefully, the student oriented objectives would add to the flexibility associated with this type of internship.

Transition

Areas of internships might be served through the Instructional Media Center (production of materials in graphics, photography, audio, distribution services), the Instructional Resource Center (production of materials, pre-service teacher workshops, consultation), and/or a public school library/media center within the Greater Lansing Area (selection, cataloging, distribution of media).

3. EVALUATION

Evaluation should be incorporated into present courses; a graduate level library science course should be added.

Competencies to be attained in evaluation include:

Goal 1: Evaluate media to be utilized in classroom situations involving presentation, individualization, and group interaction modes of instruction. Identify which media is best utilized

with each/all modes of instruction.

Goal 2: Develop an evaluation plan for a given instructional system which would provide feedback to the students about their learning and to the instructor about the effectiveness of his instruction.

Goal 3: Distinguish between norm and criterion referenced evaluation techniques by comparing and contrasting each of the techniques.

Goal 4: Develop an evaluation plan to be used for a school's media program. The evaluation plan should consist of an evaluation of services and administrative performance of the media program.

Goal 5: Design evaluation forms for on-going materials selection program.

Goal 6: Evaluate effectiveness of library programs on school and district levels.

Goal 7: Evaluate kinds and types of equipment available and make recommendations for purchase.

Goal 8: Evaluate competencies to be used in classroom instruction and unit designs.

Present

Goal 1 -- ED 431, goals 2 & 3 -- ED 831A, goal 4 -- ED 853A, and goal 8 -- ED 410.

Proposed

Library course involving administration and management of media centers for goals 5, 6, and 7.

Transition

New course in library science at graduate level using present space and materials.

4. EDUCATIONAL MEDIA IN INSTRUCTION

ED 431 (REVISED) Educational Media in Instruction 4 credits
(A course for pre-service and in-service teachers - taught fall, winter, and spring terms both during the day and at night; offered in the summer as well. This course, or competence in this area, is prerequisite for our majors before they can enter any of the production courses.)

OVERVIEW

An introduction to educational media and the improvement of learning and teaching through the effective use of educational media. Learning principles in relation to media, nature, application and production of such instructional materials as films, filmstrips, slides, transparencies, flat pictures, chalkboards, felt boards, bulletin boards, models, tape recordings, radio and television, and equipment operation. Equipment operation and production competence developed through self-instructional laboratory experience. Also included is evaluation and selection of pertinent materials.

4.a. HARDWARE, SOFTWARE

Present

Currently both of these areas are covered only in ED 831 A, B, and C, plus the opportunity for independent study. We feel these courses are inadequate for graduate students in our field and should be retained only as in-service and pre-service courses and for our majors with no previous media background.

Proposed

(ED 833 A, B, C, D, ED 835 A, B, C, D, E, F)

Additional basic 2 credit courses should be added to the program (ED 833 series). Graphics (ED 831 B) should be condensed and made a 2 credit course. Photography in Instruction (ED 831 C) should be revamped and cover just still photography but retain 3 credits. (The new model is called ED 833 C in this report.) These courses, or demonstrated competencies in the areas, are prerequisites for a new series of advanced media production courses (ED 835 series). The courses are designed to provide the student with the opportunity to develop mediated units of instruction with predetermined objectives and evaluation procedures.

ED 833 A -- Graphics Design and Use in Instruction 2 credits

OVERVIEW

Concepts, principles and techniques for preparation and use of graphics in instruction.

OBJECTIVES

The student will be competent in the design and presentation of materials for developmental boards, transparencies, models, print lay-out, photographic lay-out, and exhibits.

ED 833 B -- Audio Tape Production and Use in Instruction 2 credits

OVERVIEW

Concepts, principles, production, and use of audio tape recording for use in instruction.

OBJECTIVES

The student will be competent in the production and use of audio tape for instructional purposes. This will include recording, editing, dubbing, and playback (both by itself and in sync with visual media). The student will also know the criteria on which to base selection decisions for audio, and audio related, hardware and software.

ED 833 C -- Still Photography in Instruction 3 credits
Prerequisite: ED 833 B or competence in that area.

OVERVIEW

Design, production and use of photographic materials for use in instruction.

OBJECTIVES

The student will be competent in the production of photographs, slides, filmstrips, slide-tape, and in the use of the photographic dark room. The student will also know the criteria on which to base selection decisions for photographic hardware and software.

ED 833 D -- Motion Picture Photography in Instruction 2 credits
Prerequisite: Ed 833 C or competence in that area.

OVERVIEW

Concepts, principles, production, and use of 8mm motion pictures in instruction.

OBJECTIVES

The student will be competent in the production and use of 8mm motion pictures for use in instruction. This will include photography, editing, film design, and strategy for use. The student will also know the criteria on which to base selection decisions for 8mm motion picture hardware and software.

ED 833 E -- Instructional Television 2 credits
Prerequisite: ED 833 C or competence in that area.

OVERVIEW

Concepts, principles, production, and use of "portable" (one

inch and narrower video tape) television for use in instruction).

OBJECTIVES

The student will be competent in the use of a variety of types of small television cameras and video tape recorders as well as strategies for the use of this medium. The student will also know the criteria on which to base selection decisions for portable television hardware and software.

ED 835 A, B, C, D, E, F -- Advanced Media Production

Minimum credit -- 6

Prerequisites: Before any production is attempted
ED 431 or competence in the general use of educational media in instruction including operation of all basic equipment.
ED 410 or competence in instructional design and basic behavioral psychology as used in education.
ED 834 A or competence in the rudiments of instructional development.
For each unit of study (e.g. ED 835 D Instructional Television) the corresponding course from the 833 series (e.g. ED 833 E Instructional Television) or demonstrated competence in each area.
If ED 431 is appropriate for the candidate, this course must be taken in addition to the candidate's normal (45 credits) program.

OVERVIEW AND OBJECTIVES

Taken as a series of independent studies for variable credit, the courses will produce an acceptable (according to the instructor) instructional unit utilizing each of the following media:

	minimum Credit
ED 835 A -- Transparencies and overhead projector	1
B -- Slide - Tape	1
C -- 8mm motion picture	1
D -- Instructional Television	1
E -- Multi-Media (combining more than one media - not including print)	1
F -- Print (design an illustrated work-book or guide book containing reinforcing and/or supplementary material to accompany one of the above projects)	1
Minimum total credits	6

Each project must include objectives and evaluation procedures. Each project must be presented and defended to the "real world" intended audience, when possible, or to a panel of 5 students enrolled in Advanced Media Production. In either case the instructor responsible for the individual unit (e.g. -- Instructional Television) must also be present. The objectives for the unit, and the amount of credit to be earned by producing the unit, must be agreed upon by the instructor and the student before production begins. This agreement, then, becomes the "contrast" or criteria for this unit of study.

Transition

The transition will require additional human resources as well as additional lab space and lab equipment. ED 431 and ED 831 A will be combined into ED 431 to be offered both during the day and at night. The course will be intended for both pre-service and in-service teachers.

4.b. COMPUTERS

Upon completion of instruction students will be able to: list ten major applications of the computer in education; list five programming languages and the strengths of each; explain computer operation, costs (approximate) of computers and personnel required for operation; present a realistic statement of the future demands for computers in education.

Present

The information stated above can currently be obtained through two courses as presented by Dr. John Vinsonhaler:

(ED 882 - Seminar in Computer Applications in American Education - Term 1 and 2.)

Proposed

It is proposed that one course could encompass the information required under competency above.

Transition

Perhaps the professor in question would be interested in compressing the two courses mentioned into one.

Under present conditions it is recommended that students enroll for the second of the two courses suggested above and do the reading necessary to "catch up" from the first course.

The future of the computer in education will probably be quite significant and the implications for instructional developers are unquestionable.

5. LIBRARY COMPONENT

The Master's student should have the following competencies:

(1) Ability to select and acquire print and non-print resource materials.

(2) Ability to apply the principles and techniques for organization of both print and non-print resource materials. (Cataloging and classification.)

(3) Skills required to provide reference service.

Present

ED 418 Selection of School Library Materials
ED 419 Basic Reference Sources and Services
ED 420 Organization and Cataloging of Resource Materials

Proposed

Three 2-credit or 3-credit courses designed to provide basic competencies listed in (1). Material and information beyond these competencies could be provided in optional courses.

Transition

New courses or alterations in present courses. Additional staff required with competencies in the library area.

The ultimate goal is to produce media specialists with a recognition and appreciation for the need of an integrated media center. Such persons will have the skills provided by the library component as well as the skills learned in the other parts of the program.

6. ADMINISTRATION AND SERVICE

Upon completion of instruction, students will be able to assess and critique IMC/IRC organizations (or literature pertaining to them) along all of the following dimensions:

Administrative organization
Coordination
Scheduling
Distribution
Storage
Planning: Personnel
Finance
Plant: New/Renovation/Expansion; Facilities planning and utilization (lighting, viewing, sound, equipment placement, etc.)
Purchasing: Materials/equipment evaluation and selection
Repair/preventive maintenance
Operator training
Consultation/information services for in-service personnel on availability and use of resources
Materials production
Organization and maintenance of materials library (Texts, tapes, etc.)
Supervision
Security

Present

Student needs in the administration and service areas are currently being met by ED 353 A, Administration of Audiovisual Programs. Present course prerequisites require at least 12 graduate credit hours in education including ED 850 (Administrative Leadership), or approval of the department. As it is presently set up, the course permits some flexibility for meeting individual student needs and does include an ID&T component, both of which are in keeping with Blue Task Force philosophical considerations. As such, the present course appears to fulfill Blue requirements to a considerable extent. The following modifications, however, are suggested.

Proposed

First, it is highly recommended that the course which covers these subject areas be coupled with or preceded by an appropriate field experience involving pertinent learning activities in an IMC or IRC facility. This requirement could be waived by those students who have had comparable job/field experiences.

Secondly, it is recommended that this course be offered only to students in the last two terms of their program, and that ED 851 A be a required prerequisite for all. Finally, it is recommended that this course be preceded by the library, materials production, hardware, and ID components within the ID&T program, and that the course title be changed to Administration of Media-Service.

Facilities

Through these changes, it is felt that

(a) students will be better prepared for dealing with such a comprehensive subject area;

(b) the course instructor will be assured of greater consistency in student entry-level skills and knowledge; and

(c) learning activities and assignments made by the individual instructor can therefore be devoted toward more adequate and comprehensive coverage of the stated terminal goal dimensions.

Transition

Implementing the proposed changes would require

(a) consultation with and approval by the course instructor

(b) establishment of field experience arrangements with local schools and MSU's IMC/IRC facilities; and

(c) integration of the proposed changes with concurrent program revisions.

The ultimate goal of our recommendations in this area is to provide the ID&T M.A. candidate with maximal understanding and comprehension of administration in the media-service field; that is to say, we expect that the recommended course changes would provide the graduate with the generalists' perspectives and the specialist skills necessary for meeting the responsibilities initially required in this job area.

7. BASIC COMMUNICATION THEORY AND DIFFUSION OF INNOVATION

a. Diffusion of innovations goal is to be able to apply the knowledge of the following concepts in selecting optimum strategies to bring about educational change.

Categories of social change - immanent and contact
Innovation
Diffusion
Heterophily and homophily in diffusion
Role of different communication channels in the innovation decision process
Types of innovation-decisions
Innovation-Decision Process Model
- Knowledge
- Persuasion
- Decision
- Confirmation

Elements in the diffusion of innovations - the innovation is communicated through certain channels over time among the members of a social system.
Attributes of innovations and their rate of adoption
- Relative advantage
- Compatibility
- Complexity
- Trialability
- Observability

Diffusion effect - social system's self-generated pressure toward adoption
Collective and authority innovation decisions
Consequences of innovations
Adopter categories and charactistics of individuals which comprise those categories
Opinion leaders
Seven roles of a change agent

b. Communication theory goal is to be able to apply the knowledge of the following concepts to message design in an educational setting

Basic theories of communication
Communication models - Berlo's SMCR, Shannon, Osgood etc.
Theories of communication within small and large group settings
Theories and principles of interpersonal communication
Techniques or strategies for designing instructional communication

Present

Two courses (Comm 820 Communication Theory and Practice, Comm 870 Communication of Innovations) come close to providing what is needed for achievement of the goals in these areas. Both courses cover theories and principles relevant to basic communication theory and diffusion of innovations. However, their weakness lies in their failure to relate these theories and principles to educational settings. Realistically, all that ID&T people at the masters level need from Comm 870 can be obtained from the first five weeks of the course.

Proposed

It is proposed that there be one course which combines information from Comm 820 and Comm 370 and relates it to educational situations. This course should be offered through our department. Suggested course title: Basic Communication Theory and Communication of Innovations in an Educational Setting. 3 hrs. credit.

Transition

New course to be taught by someone in this department with strong communication background. E.g., a Curt McCarty or a Tom Harries.

Instruction in the public schools designed through the intelligent application of theory and change programs based on sound diffusion techniques.

8. BEHAVIORAL PSYCHOLOGY IN EDUCATION

Instructional design and technology (ED 410) as taught presently by Dr. Stephen Yelon would meet our proposed criteria for an introduction to behavioral psychology. No transition would be needed.

ED 410 -- Instructional Design and Technology 3 credits

OBJECTIVES

1. Competence in writing behavioral objectives.
2. Competence in writing valid test items.
3. Competence in writing task information and a flow diagram for the task description.
4. Competence in rules, concepts, values, principles pertaining to specific objectives and teaching-learning activities.
5. Competence in identifying learning principles exemplified in a representational situation. Specify target behaviors for that situation and discriminate validated consequences of principles from those that are not validated.
6. Be able to develop a plan for teaching a concept, principle, skill and problem solving to the satisfaction of the instructor.

9. HUMANISTIC PSYCHOLOGY IN EDUCATION

Present

No courses are presently required or offered for our students.

Proposed

It seems inconsistent to talk about individualizing instruction but make no attempt to sensitize our students to individual needs, values, and goals. We feel Dr. Dale Alam's approach to this worthwhile and suggest that he be asked to conduct a course in this area. This kind of exposure will become increasingly more important to the "department" and the students as criticism regarding technology's dehumanizing effects remains.

Transition

Establishment of a new course:

ED 836 -- The Individual and Technology 3 credits

OBJECTIVES

After exposure to this unit, the student should consciously and continuously appraise his own value system. This experience should also make him more aware of the various - and possibly equally valid - value systems held by others. A greater appreciation by the student of the individual -- his desires, ethics, goals, and needs -- should result from his participation in this area of study. The student should also be able to critically analyze traditional behavioral psychology.

(If it is not possible for us to establish this course, the Psychology Department offers a course which might be useful to us to consider -- PSYC 489 Humanistic Psychology.)

10. DIAGNOSIS OF INDIVIDUAL DIFFERENCES THROUGH COGNITIVE STYLE

Competency

Upon completion of instruction students will be able: to list the components (at least four major components) of cognitive style and explain in writing the concept of "Educational Sciences"; to list three "places" where work in this general area is being carried out; to list the major implications of this concept for 1) education and 2) instructional development.

Present

There are no courses available which cover this area.

Proposed

A self-study unit could be developed to cover the immediate needs in this area. This could perhaps be for one credit (maybe two) on an independent-study basis. There are currently two graduate students in the instructional development and technology department who are capable of instructing such a course.

Transition

Since this would be a brand new course and would depart from the "established" three hour pattern, considerable groundwork must be done.

The graduate students familiar with this area should be contacted about preparation of such a course.

The ultimate goal of or emphasis on such an area of concern should be commensurate with the growth of popularity of the concept and directly related to the success of the many research studies which are being conducted in the area.

11. EDUCATIONAL RESEARCH

Competency

Students, upon completion of instruction, will be able: to recognize the meaning of terms used frequently in educational articles (i.e. more intelligently attend to the findings of such research); to write a proposal which is worthy of funding. (There is increasing demand for ID&T graduates at the Master's level to seek funds (grants) for their schools or districts.)

Present

The competencies listed above are for the most part covered in a course available in our College of Education - ED 867 - Educational Research Methods.

Proposed

Some thought should be given to the creation of an "Area Specific" course within ID&T to cover the above mentioned competencies.

Transition

Have all Master's students take ED 867.

III. DOCTORAL DEGREE TASK FORCE RECOMMENDATIONS: INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY (ID&T)

A. INTRODUCTION

Curriculum

The following recommendations for changes in curriculum in Instructional Development and Technology should not be considered as final.

The basic recommendation of the Doctoral Task Force is that the academic program be competency-based. To this end competencies have been tentatively specified in various areas of the program; no criteria are proposed for judging these competencies.

Competencies have been specified in five areas: 1. Design and Development, 2. Teacher Training, 3. Administration, 4. Diffusion, and 5. Research. (It should be noted that the Task Force used a modification of Nord's three dimensional matrix to arrive at taxonomies.) Competencies are specified at two levels of application -- "user" and "doer".

The "user" level is prescribed for all candidates in the program in all five areas; the "doer" level of competency is to be attained in any area by the candidate who perceives that area to be of special professional significance to him. The two-level application of competencies within the program will retain the traditional "generalist" nature of the product of the program, but will also allow the candidate who wishes to attain a higher level of competency in one or more specific areas of the program to do so. He will be a "generalist" in all areas of study and a "specialist" in areas of his option.

Comprehensive Examination

The Task Force feels that the comprehensive examination as it is presently administered does not require the demonstration of any particular competencies above the "user" level. The examination has as its chief function the recall of cognitive knowledge, whereas it is felt that it should be pragmatically performance-based. If the candidate elects to attain "doer" competencies in specific areas of Instructional Development, it is recommended that such competencies be judged by on-site observation in an appropriate lab-field experience. The examination could be, thereby, a learning experience and an evaluation experience rather than a somewhat unrealistic evaluation only process as it is now.

Even if attainment of "doer" competencies is not necessary (in the case where the candidate perceives of himself as a "generalist" only), it is felt that the examination is atypical of practical solutions, i.e., the absence of lead time and reference sources to permit the gathering and organization of data. It is not realistic that an instructional developer be sequestered in a room with an instructional problem without data sources and input and be expected to supply a solution in four hours.

The Task Force recommends consideration of the following potential options and/or alternatives:

(1) A specific instructional problem could be assigned to the candidate, the solution of which would be the application of systems theory. The evaluation of the exercise by the candidate, including an accurate and realistic appraisal of the effectiveness of the solution, would constitute the examination. This would represent a demonstration of accountability in education.

(2) A simulated employment interview...an oral examination... wherein the prospective systems specialist, given sufficient lead time, would be confronted with various problems and situations existing in the institution where he is seeking employment. The proposed solutions and evaluations of the various problems would constitute the examination responses. This procedure would afford adequate demonstration of the candidate's competencies in the application of systems theory to the solution of instructional problems as well as his abilities in perceiving and evaluating problems.

Dissertation

It is recommended that options to the doctoral dissertation be made available. The present basic and applied research studies do not encompass the full range of instructional development real-world activities. The present emphasis on experimental research should be complemented by other types of research which may more accurately represent the field of instructional development. Furthermore, the Task Force feels the need for greater format options in meeting the requirements of the degree program.

The recommended program is as follows:

B. PROGRAM

1. DESIGN AND DEVELOPMENT

Competency	Present	Proposed	Transition
DOER:			
a. Design			
(1) Assist clients in identifying needs and initiating possible solutions	ED 831A,B,C 982-Schuller COM 820, 870	field exper.	IDI
(2) Consults with specialists	ED. Psych., COM, CAI, etc.	field exper., simulation	IDI, Program eval.
(3) Revises ideas regarding design	ED 982 S&G ED 867 ED 999	mini-course in action research	??????
(4) Draws up specifications	ED 831A,B,C	simulation, field exper.	IDI, Program eval.
(5) Hires staff	ED 851A,B ED 853, 953	simulation	Schuller minicourse
(6) Writes proposals for funding	INFORMAL	simulation, field exper.	minicourse
(7) Designs management systems	ED 851A,B ED 853A, 982 Schuller	simulation, field exper.	minicourse
(8) Interacts with client	COM 820, 870 Schuller 982	Nord Mini, fld. simulation	IDI, Heuristics dev., sensitivity training
(9) Works with clients to explain the design of the product	same as #8	same as #8	same as #8
(10) Analyzes subject matter with client to determine structure needed	ED 882-P.I. ?????	field	IDI, minicourse
(11) Selects strategies for modes of presentation	ED 831A,B,C	simulation crse in Indiv. Instruction, minicourse in Ed. Sciences	IDI

Competency	Present	Proposed	Transition
(12) Suggests strategies to meet problems concerning packaging, content and audience constraints	ED 831A,B,C ED Psych. COM, CAI, etc.	simulation, field exper.	IDI, mini-course
(13) Identifies and analyzes basic design research	ED 867, 869, 831B, 999, 982 Schuller&Gus	course in ID&T design research ???????	
(14) Identifies weaknesses in design of instr. mtrls.	ED 831A,B,C COM 820, 870 ED Psych.etc.	Sim.& Fld. ????????? Ind. Study-Oakland	??????????
(15) Devel. cost estimates for development of products	AFA 420, 840, 889, ADV 846 ED 410,831A,B	simulation, field, course	minicourse
(16) Identifies design goals and instructional strategies	ED Psych., COM 820,870 ED 999	field exper.	IDI, mini-course
(17) Confers with staff during design of new bldgs.	LA 450, 470	simulation	course in building design from ID&T frame
(18) Uses communication	COM 820, 870 ED 831B	field exper. simulation	
b. Production			
(1) Aids client in development of objectives	ED 410, 411	simulation field exper.	
(2) Establishes priorities of production and schedules	ED 853A ????????	field exper.	IDI, mini-course
(3) Delegates authority and responsibility for parts of production	ED 853A ????????	simulation, field exper.	IDI
(4) Supervises staff activities and all aspects of prod.	ED 851, 853	field exper.	course in ID&T supervision
(5) Determines specifications for media production	ED 831	field exper., simulation	IDI
(6) Disseminates information of services available	informal	field exper.	minicourse
(7) Interacts with clients on production progress	COM 820, 870 982 Schuller	field exper. simulation,Nord istics minicourse	IDI, heur-develop, Sensit. trn prog. Eval.

Competency	Present	Proposed	Transition
c. Logistics			
(1) Writes purchase requisitions	ED 853A	simulation field exper.	minicourse (Chatterjee)
(2) Writes specs for equipment and materials	ED 353A	field exper. simulation	minicourse (Chatterjee)
(3) Designates type and quantity of equipment to meet needs	ED 853A	simulation	minicourse, IDI
(4) Insures that proper equipment, materials and a capable operator are in the appropriate place at the time designated, i.e., prepares delivery schedules and supervises the activity	ED 353A	simulation, field exper.	minicourse (Chatterjee)
(5) Decides on merits of commercial materials	ED 853A ED 831A,B,C	simulation, field exper.	
(6) Evaluates materials in terms of physical condition, instructional value	ED 853A ED 831A,B,C	simulation, field exper.	
(7) Assists client with requests, helping to define and clarify his objectives	ED 410, 411	field exper. simulation	
USER:			
User competencies may be written using such verbs as "knowing, awareness, identifies, describes," and others	present course work remains the same		
		proposed offerings become courses, rather than simulations or field exper.	
All competencies listed for DOERS may be rewritten, then, to reflect a USER's competencies.			transition or enabling portions are also courses

2. TEACHER TRAINING

Competency	Present	Proposed	Transition
a. Effective utilization of educational media within the systems context	ED 831A,B,C ED 882 PI ED 882 Sim. & Games ED 882 CAI ED 882 ID&T	Course: Systems theory and ID. Course: Review MSU innovations w/media, i.e., SLATES	IDI Additional staff members
b. Development of systematic instructional program; deriving and writing objectives, task analysis	ED 410,COM 820 ED 411,COM 870 ED 811 SLATES	ED 410,COM 820 ED 811,COM 870 ID Models: Mini-course Lab & Fld.	Symposium, IDI, Syllabus revision of ED 882, ID&T
c. Strategies for individualizing and personalizing instruction	ED 831A SLATES Oakland C.C. Lansing C.C. ED 882 CAI	Lab & Fld. Mini-courses: Media innovations, SLATES, Oakland C.C., Lansing C.C.	Develop. of mini-courses IDI
d. Application of learning and motivational principles to instructional programs	ED 410 ED 411 ED 811 ED 882 PI	ED 410 ED 811 ED 882 PI Course in significant media/learning theory	Mini-course:PI Syllabus revision of ED 882 ID&T and/or ED 982 R&D
e. Application of communication theory to message design and instruction	ED 831B,C COM 820	Lab & Fld. ED 831B,C COM 820 Mini-course: message design	Develop. of mini-course, Syllabus revision ED 831B,C
f. Sensitivity to the problems of administering higher education programs	ED 982 ID&T in Higher Education ED 882 Computer-Applications	ED 982 ID&T Higher Ed. Lab & Fld. ED 882 Computer-Applications	

3. ADMINISTRATION

Competency	Present	Proposed	Transition
a. Can obtain and allocate funding based on present and future needs assessment plus performance accountability	ED 852D	Simulation Fed. Exp.*	
b. Can create and administer personal policies covering supervision, selection, evaluation, motivation, training, and division of labor	MGT 810 MGT 811 MGT 911 MGT 813	Simulation Fed. Exp.*	
c. Can structure and supervise organizational comm. links based on interpersonal relationships	COM 815 COM 870 ED 853A	Simulation Fed. Exp.*	
d. Can define and administer organizational goals and purposes including ongoing evaluation of same	ED 853A ED 950 ED 982-CS	Simulation Fed. Exp.*	Mini-course in ID&T Adm.

* Schuller, Abedor, Davis
Alexander, Barson

4. DIFFUSION

Competency	Present	Proposed	Transition
a. Identify, analyze, assess and define specifically the problem and needs of the client			
b. Instructional Developer IDENTIFIES position as change agent in system	COM 820 COM 870	Fld. Exp.	IDI
c. Perceives roles of others in the system	COM 820 COM 870		Sensitivity Training
d. Locate R&D information pertinent to the clients problem and/or request	ED 867 ED 987A,B,C		
e. Identify variables which influence planning of change	ED 982 ID in HE	"Nord Type" mini-course	Pros.Eval. IDI
f. Apply human heuristics to the ID (Diffusion) process	?	Lab Fld/Simulations	Develop. of a body of heuristics for ID

Competency	Present	Proposed	Transition
g. Identify and apply communications and adoption processes	COM 870		IDI
h. Identify elements and processes of diffusion	COM 870		IDI
i. Identify characteristics of innovations and innovators	COM 870		
j. Analyze the total consequences of the innovation and assess value (accountability)	ED 382 PE ? Gage		

5. RESEARCH

Competency

The following list of competencies is meant to represent only the broadest categories within the domain of research. They are stated as those competencies required for a doer or producer of research; competencies for a user or consumer of research are necessary prerequisites of the above. It would be possible to develop a hierarchy of learnings under each of the competencies similar to ones developed by Gagne or Bloom.

(1) Write a research proposal
(2) Write a research report
(3) Communicate research results to others
(4) Administer a research project
(5) Be able to define original research problems and areas for needed research within instructional development and technology
(6) Construct hypotheses (research and statistical)
(7) Be aware of and be able to use research in the areas of media, instructional development, teaching, learning, communication, psychology, and other related areas for purposes of designing instruction, initiating further research, or documenting a position
(8) Know where to find, how to evaluate, and how to use primary and secondary sources of information
(9) Be able to conduct and evaluate a literature review
(10) Be able to define a population and select and apply an appropriate sampling design
(11) Be able to select and implement a research design appropriate to the objectives, hypotheses, and questions of the study
(12) Select and/or construct measuring instruments that are both reliable and valid
(13) Be able to identify and control for sources of internal and external invalidity
(14) Construct and interpret data summaries

Competency

(15) Select and use appropriate statistics to analyze research data
(16) Interpret results, make judgments on hypotheses, write conclusions and recommendations
(17) Be able to utilize computer technology in research (prepare data for computer analysis, interpret output, converse intelligently with computer specialists, awareness of types of assistance computers can provide)

Present

(1) Present course offerings in the area of educational research and statistics:

ED 464	Standardized Tests and Testing Programs
ED 465	Testing and Grading
ED 865	Principles of Educational Measurement
*ED 867	Educational Research Methods
*ED 869	Quantitative Methods in Educational Research
ED 965A	Psychometric Theory
ED 965B	Problems of Educational Measurement
ED 965C	Evaluation of Higher Education
*ED 967	Advanced Research Methods in Education
*ED 969B	Advanced Quantitative Methods in Educational Research
*ED 969C	Experimental Design in Education
*ED 999	Sec. 1 - Dissertation
ED 999	Sec. 2 - (individual help in writing proposals and reports)
*ED 932	Sem. in R/D in Instructional Development and Technology
ED 982	Sem. on Non-parametric Statistics
ED 982	Sem. on Multi-variate Statistics
*ED 983	
*ED 883	Independent Studies

*Students usually select from among these

(2) Most ID&T students are exposed to three types of learning activities designed to develop the previously stated competencies:

(1) 9-12 hours of Ed. Research and Statistics
(2) ED 982 - Sem. R/D in ID&T
(3) Writing a dissertation

(3) Present course offerings in Ed. Res. and Stat. emphasize statistics, computations, and experimental research.
(4) Instructional method of many stat. courses is straight information dissemination (from teacher's notes to student's)
(5) ID&T students are mostly interested in research as a user and not as a doer. Students do not usually elect courses in research and statistics beyond those required. Graduates usually take positions that require little or no research responsibilities.
(6) Dissertation topics of our students are varied and usually unrelated to each other.

Proposed	Transition
Independent Studies These could provide alternative paths to the attainment of research competencies. They could also supplement the present offerings especially in those areas that seem neglected: non-experimental research, non-parametric statistics, use of computers in research, and evaluation.	Offering directed independent studies in the area of research will require that a thorough analysis be made of current offerings and desired competencies. Objectives could then be identified, and self-instructional strategies and evaluation procedures developed. Could be developed by ID&T grads and faculty.
Research Program Ongoing research program that would attempt to develop a body of knowledge in the area of instructional development. Student could gain practical experience in various phases of the program and then contribute significantly to it with his own dissertation.	Developing an ongoing research program in ID&T will require considerable planning, faculty time, and probably money. A first step could be identifying the domain of instructional development in some type of matrix form. Needed research could then be identified within each of the cells of this overall structure. Since MSU is considered one of the leaders in ID, this should be given top priority.
Evaluation Course Since evaluation is one of the three major components of the ID model, a regularly scheduled course in this area is needed.	Analysis and development.
R/D in ID&T Course Present course should be retained. Could also be used to discuss aspects of the above research program.	Analysis and development.
Field Experience Field experiences and internships should continue to be available in a number of areas.	Efforts should be made by faculty and students to identify appropriate internship experiences both on and off campus. Special attention should be given to areas such as EDP, SII, LS, and the College of Education.

APPENDIX G

FIELD TRIPS

Place	Host
Prep Lab in Mammalian Physiology, MSU	Dr. Raymond F. Johnston
MAVA-MASL Joint Conference	
Lansing Community College	Mr. Dale Dunham Dr. David Shull
Ingham Intermediate School District	Dr. Robert L. Slocum
Western Michigan University	Dr. David W. Hessler
Ferris State College	Dr. Charles F. Ritchie
The Ohio State University	Dr. Greg Trzebiatowski Dr. DeLayne Hudspeth
Toledo University	Dr. Castelle Gentry Mr. Roger G. Kennedy
Allen Street School Lansing Public Schools	Miss Evelyn Clark
*Macomb Community College	Dr. Edward J. Erskine

* Only three members of the Institute accompanied the Director and Associate Director on this trip.

Note: In addition to the above listed field trips, tours of the Instructional Resources Center in the College of Education, the Instructional Television Service and the Instructional Media Center at MSU were arranged for the Institute participants.

APPENDIX H

EVALUATION INSTRUMENTS

1. Request for Feedback. (Two pages).

2. Intern Evaluation Report. (Four pages.)

3. Student Instructional Rating System Form (SIRS) (One page.)

4. Means of the umerical Indices of the Participants' Responses to Items 1 through 21 of the Student Instructional Rating System (SIRS) Form. (One page.)

5. Final Evaluation. (Thirteen pages.)

6. Participants' Opinions Regarding Their Achievement of Institute Objectives. (Six pages.)

MICHIGAN STATE UNIVERSITY
East Lansing, Michigan 48823

Instructional Media Center
EPDA, Title 5-D Institute

November 11, 1971

Request for Feedback

To check on our Institute program since the opening of the Fall Term and to obtain information for our guidance in planning programs for the future, we invite you to respond to this request for feedback.

1. List the one, two or three things in the Institute program which you believe have contributed most to your professional growth and development.

2. Likewise, list the one, two or three things in the Institute program which you believe have contributed least to your professional growth and development.

3. List your suggestions as to what you believe should be maintained in and/or incorporated into and/or deleted from the Institute program.

4. What do you want from the Institute for your professional growth and development that you are not now getting? (If you would rather communicate this information in a personal conference, please feel free to respond to this question on this form.)

Signed_____
(Optional)

Thank you for your response. We appreciate your serious and responsible participation in the Institute.

Paul W. F. Witt
Elwood E. Miller
Wilma Bennett

MICHIGAN STATE UNIVERSITY
East Lansing, Michigan 48823

Instructional Media Center

October 19, 1971

MEMORANDUM

To: EPDA, Title 5-D, Institute Members

From: Woodie Miller

Topic: Intern Evaluation Report

In order to have better data on your activities, will you please plan to file with me a copy of the enclosed report at the end of each month?

I have talked both formally and informally with each of you, but both Dr. Witt and I want to stay current with your activities. We also intend to relay this data to the USOE in order to support as strongly as we can the Institute in 1972-73 and beyond. Your assistance will be appreciated.

bb
cc: Paul Witt
Encl.

MICHIGAN STATE UNIVERSITY
EPDA, Title 5-D, Institute

Intern Evaluation Report

Quotation from the Proposal, Pages 20-21.

"During the second year of the institute..... each institute participant will have two three internship experiences. He will have either one ten-week and one twenty-week internship or three ten-week internships. In each internship the participant will spend four half days or two half days and one full day or two full days in the field."

In order to meet the requirements of the contract with the Office of Education, will you please complete the following informational forms, and give them to Dr. Miller at the times indicated. A monthly report will be generated from this information to transmit to the Office of Education.

The responses need not be lengthy or detailed but please give enough information to make it useful.

INTERNS EVALUATION

A. NAME_____ Due Date_____

B. MAJOR ACTIVITY:

1. Title of Activity or Project_____

_____

2. College or Department_____

3. Names of Faculty and or Students

_____ _____

_____ _____

_____ _____

4. Description of Activities for the Month (By function or chronological)

_____

_____

_____

_____

5. In my perception, the project is at the (circle one):
data gathering; goal establishing; strategy planning;
program development; or evaluation stage; in development.
Comments_____

_____

_____

6. The I. D. & T. Faculty could be helpful in the internship assignment in the following manner_____

_____

_____

C. MINOR ACTIVITY:

1. Title of Activity or Project _____

_____

2. College or Department _____

3. Names of Faculty and or Students _____

_____ _____

_____ _____

_____ _____

4. Description of Activities for the Month (By function or chronological)

_____

_____

_____

_____

5. In my perception, the project is at the (circle one): data gathering; goal establishing; strategy planning; program development; or evaluation stage; in development.
Comments _____

_____

_____

6. The I. D. & T. Faculty could be helpful in the internship assignment in the following manner _____

_____

_____

D. OTHER COMMENTS OR CONCERNS:

MICHIGAN STATE UNIVERSITY

STUDENT INSTRUCTIONAL RATING SYSTEM FORM

SA - if you strongly agree with the statement
A - if you agree with the statement
N - if you neither agree nor disagree
D - if you disagree with the statement
SD - if you strongly disagree with the statement

Please omit any of the items which do not pertain to the course that you are rating. For example, if you have had no homework assignments in this course omit (leave blank) those items pertaining to homework. With a pencil respond to the items using the **KEY**.

	KEY	SA	A	N	D	SD
1. The instructor was enthusiastic when presenting course material.	1.					
2. The instructor seemed to be interested in teaching.	2.					
3. The instructor's use of examples or personal experiences helped to get points across in class.	3.					
4. The instructor seemed to be concerned with whether the students learned the material.	4.					
5. You were interested in learning the course material.	5.					
6. You were generally attentive in class.	6.					
7. You felt that this course challenged you intellectually.	7.					
8. You have become more competent in this area due to this course.	8.					
9. The instructor encouraged students to express opinions.	9.					
10. The instructor appeared receptive to new ideas and others' viewpoints.	10.					
11. The student had an opportunity to ask questions.	11.					
12. The instructor generally stimulated class discussion.	12.					
13. The instructor attempted to cover too much material.	13.					
14. The instructor generally presented the material too rapidly.	14.					
15. The homework assignments were too time consuming relative to their contribution to your understanding of the course material.	15.					
16. You generally found the coverage of topics in the assigned readings too difficult.	16.					
17. The instructor appeared to relate the course concepts in a systematic manner.	17.					
18. The course was well organized.	18.					
19. The instructor's class presentations made for easy note taking.	19.					
20. The direction of the course was adequately outlined.	20.					
21. You generally enjoyed going to class.	21.					
22.	22.					
23. Instructor may insert three (3) items in these spaces.	23.					
24.	24.					

STUDENT BACKGROUND: Select the most appropriate alternative.

25. Was this course required in your degree program?	25.	yes no
26. Was this course recommended to you by another student?	26.	yes no
27. What is your overall GPA? (a) 1.9 or less (b) 2.0 - 2.2 (c) 2.3 - 2.7 (d) 2.8 - 3.3 (e) 3.4 - 4.5	27.	a b c d e
28. How many other courses have you had in this department? (a) none (b) 1 - 2 (c) 3 - 4 (d) 5 - 6 (e) 7 or more	28.	a b c d e
29. Instructor may insert two (2) items in this space.	29.	a b c d e
30.	30.	a b c d e

DO NOT WRITE BELOW THIS LINE UNLESS THIS COURSE HAS LABORATORY OR RECITATION SECTIONS

LABORATORY or RECITATION: (fill in your recitation or lab number at the bottom)

		SA	A	N	D	SD
31. The laboratory or recitation instructor clarified lecture material.	31.					
32. The laboratory or recitation instructor adequately prepared you for the material covered in his section.	32.					
33. You generally found the laboratories or recitations interesting.	33.					
34. Instructor may insert two (2) items in this space.	34.					
35.	35.					

IMPORTANT

WRITE and **MARK** in the boxes to the right your recitation or laboratory section number. Section number 1 would be written and marked 001; section number 15 would be written and marked 015. If you do not have a recitation or lab section leave this area blank.

RECITATION OR LABORATORY SECTION NUMBER

		0	1	2	3	4	5	6	7	8	9
1.											
2.											
3.											

DC 6244

OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION

STUDENT INSTRUCTIONAL RATING SYSTEM FORM (Written Comments)

One way in which an instructor can improve his class is through thoughtful student reactions. This instructor hopes to use your responses for self-examination and self-improvement. If you have any comments to make concerning the instructor or the course, please write them in the shaded area below.

Means of the Numerical Indices of the Participants' Responses to Items 1 through 21 of the Student Instructional Rating System (SIRS) Form

Item		Mean
1.	The instructor was enthusiastic when presenting course material.	1.30
2.	The instructor seemed to be interested in teaching.	1.10
3.	The instructor's use of examples or personal experiences helped to get points across in lecture.	1.30
4.	The instructor seemed to be concerned with whether the students learned the material.	1.11
5.	You were interested in learning the course material.	1,33
6.	You were generally attentive in class.	1.30
7.	You felt that this course challenged you intellectually.	1.40
8.	You have become more competent in this area due to this course.	1.44
9.	The instructor encouraged students to express opinions.	1,45
10.	The instructor appeared receptive to new ideas and other's viewpoints.	1.36
11.	The student had an opportunity to ask questions.	1,18

MICHIGAN STATE UNIVERSITY
EPDA TITLE 5-D MEDIA INSTITUTE
1970-72

FINAL EVALUATION

PART I

Using the following scale, please evaluate your experiences as an EPDA Title 5-D Institute participant (i.e., doctoral student) at MSU.

1 Extremely valuable
2 Of considerable value
3 Of some value
4 Of little value
5 Of no value

Please comment, specify the nature of the value received and/or offer suggestions as you deem appropriate in the space below each item.

If you have had no experience with a given item, please so indicate by writing NE in the value column.

N = 14

* * * * * *

Item	Value = $\bar{X}$
1. Your total experience in your doctoral program.	1.21
2. Your associations with your advisor.	1.57
3. Your associations with your guidance committee.	1.75
4. Your associations with the institute director.	1.07
5. Your associations with the associate director.	1.07
6. Your formal conferences (evaluative and other) with the director and/or associate director.	1.64

	Item	Value = $\bar{X}$
7.	Your associations with the graduate assistant (1970-71).	2.89
8.	Your associations with the graduate assistant (1971-72).	3.44
9.	Your associations with the institute secretaries.	1.36
10.	Your associations with the professors in ID&T.	1.31
11.	Your associations with the IMC administrative staff.	1.62
12.	Your associations with the IMC secretarial and technical staff.	1.77
13.	Your participation in planning ED882 seminar and other institute activities.	1.50
14.	Your participation in the "brown-bag" planning sessions.	1.33
15.	Your work in ID&T courses.	1.79
16.	Your work in the institute seminar (ED882).	1.50
17.	Your work in courses in learning theory and instructional design.	1.46
18.	Your work in courses in the broad fields of education.	2.71

Item	Value = $\bar{X}$
19. Your work in courses in your cognate area.	1.77
20. Your work in other courses. (Please specify the courses.)	2.11
21. List the three best courses you have taken at MSU.	
22. List the three courses you have taken at MSU of least value to you.	

Item	Value
23. Your experience with special resource people:	
a. Arranging for a resource person's visit and presiding at the session.	___
b. Your experiences with:	
(1) Lawrence Alexander	___
(2) John Barson	___
(3) Lawrence Borosage	___
(4) Robert H. Davis	___
(5) Leland W. Dean	___
(6) Donald Freeman	___
(7) Thomas Harries	___
(8) Robert Heinich	___
(9) Joseph Hill	___
(10) William Monroe	___
(11) Max Raines	___
(12) Ted Ward	___
(13) Walter A. Wittich	___
(14) Steve Yelon	___
Others (Please list.)	___

Item		Value
24. Your guided field experiences: (List and evaluate each.)		
Situation	Your role	
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___

What do you consider your major achievements in your field experiences to be?

What were the principal values you received from your field experiences?

What were the inadequacies, weaknesses, or disappointments in your field experiences?

Other comments and suggestions

Item — Value = $\bar{X}$

25. Your professional experiences outside of the institute but related to your professional area of specialization. (Please list and evaluate.)

Activity	Your role	Specific values to you	
_____	_____	_____	—
_____	_____	_____	—
_____	_____	_____	—

(If you need additional space, use back of sheet.)

26. Your experiences on field trips:

a. Trip to MSU Mammalian physiology laboratory. 2.45

b. Trip to Ingham Intermediate School District office. 2.80

c. Trip to Lansing Community College. 2.00

d. Trip to Allen Street School. 2.50

e. Trip to Western Michigan University. 2.10

f. Trip to Ferris State College. 2.80

g. Trip to Ohio State University. 1.82

h. Trip to Toledo University. 2.10

i. Other. (Please specify.) —

	Item	Value $= \bar{X}$
	What were the major values of the field trips to you?	
	If you have negative reactions to the field trips, what are they?	
27.	Your participation in the IDI in December 1971.	1.18
28.	Your participation in a task force.	1.73
29.	Your participation (i e., attendance) at the student sponsored symposium in the spring 1971.	1.38
30.	Your attendance at the student-staff Friday luncheons.	2.29
31.	Your participation in planning and producing the article for MEDIA MANPOWER published in 1971.	2.56
32.	Your participation in planning and producing the article for MEDIA MANPOWER published in 1972.	1.00
33.	Your reading of the MEDIA NEWS.	2.14
34.	Preparing for the comprehensive examination.	2.00
35.	Writing the comprehensive examination.	3.64

Item	Value = $\bar{X}$
36. The report you received on your comprehensive examination.	2.50
37. Identifying a research topic.	2.46
38. Designing and conducting your research.	2.22
39. Writing the dissertation.	2.50
40. Defending the dissertation in the oral examination.	3.00
41. Your attendance at AECT, Philadelphia, 1971.	2.25
42. Your attendance at AECT, Minneapolis, 1972.	2.00
43. Your attendance at the NAVA-NASL Joint Conference, 1972.	2.56

44. Your attendance at other professional meetings:
(Please list and evaluate.)

Meeting (Date)	Your role	
_____	_____	—
_____	_____	—
_____	_____	—

Item	Value = $\bar{X}$
45. Your participation in Lake Okoboji Conference.	1.00
46. Your social activities related to the institute.	1.43

PART II

Using the following scale, please rate the appropriateness of the objectives and program of the institute and the adequacy of space, facilities, resources and services which have been available to you.

1 Excellent
2 Good
3 Average
4 Fair
5 Poor

If you did not use any of the facilities, resources or services, please so indicate by writing DNU in the column for the ratings.

Item	Rating = $\bar{X}$
1. The appropriateness of the objectives of the institute.	1.43
2. The appropriateness of your doctoral program.	1.43
3. The appropriateness of the common activities and experiences for institute participants.	1.36
4. The adequacy of the content of the brochure announcing the institute.	1.64
5. The accuracy of the brochure content: objectives, program, eligibility requirements, credit, stipends, housing, staff and deadlines.	1.42

	Item	Rating = $\bar{X}$
6.	The effectiveness of the communications you received before the institute began.	1.23
7.	The adequacy of the orientation to the institute which you received.	1.43
8.	The clarity of the requirements.	1.64
9.	The flexibility of the requirements.	1.50
10.	The effectiveness of the advisement provided by the director and associate director.	1.07
11.	The workroom.	1.43
12.	The library in the workroom.	2.00
13.	The IMC library.	2.00
14.	The production room.	2.33
15.	The production equipment and facilities.	2.67
16.	Adequacy and accessibility of materials. (I.e., film, paper, transparencies, etc.)	2.82

Item	Rating = $\bar{X}$
17. The copier.	1.77
18. The coffee service.	1.00
19. The resources of the IRC, College of Education.	2.27
20. The services of the IRC, College of Education.	2.00
21. The services of the IMC.	2.25
22. The services of ITV.	2.60
23. The resources of MSU's Main Library	2.36
24. The services of MSU's Main Library.	2.27
25. The services of Dr. Porter's research advisement staff.	2.44
26. The services of MSU's Computer Center.	2.17
27. Other: (Please list and rate.)	—

PART III

1. What are the major values you have received from your participation in the institute?

2. What expectations did you have when you entered the institute which are still unfulfilled?

3. What are your major recommendations as to what should be done in the new institute to insure its success?

4. What is your principal professional goal (i.e., type of position and work) at this point in time?

5. Is your current principal professional goal different from the one you had when you entered the institute? Yes ____; No ____.

   If your answer is yes, please indicate the nature of the change and the reasons therefor.

If your answer is no, please indicate why there has been no change in your goal.

6. Please indicate the stage at which you are in your doctoral program.

Course work? _____

Comprehensive Examination in major? _____

Comprehensive Examination in cognate? _____

Dissertation? _____

Oral Examination? _____

Term in which you anticipate completing all requirements for the degree? _____

T H A N K S

MICHIGAN STATE UNIVERSITY
EPDA TITLE 5-D MEDIA INSTITUTE
1970-72

Participants' Opinions Regarding Their Achievement of Institute Objectives

The overall goal of the institute was to prepare educational media specialists to work with teachers and students for the improvement of teaching and learning in schools, teacher-preparing institutions, community colleges, vocational schools, and undergraduate colleges. The institute program was designed as a two-year, Post-Master's program leading to the doctorate in Instructional Development and Technology. Each participant's program was planned in terms of his previous professional preparation and experience and the general requirements for the doctorate at MSU.

The five major objectives of the institute program which were the principal guidelines for the development of institute activities are listed below. A partial listing of sub-objectives for each major objective is also given.

* * * * * *

DIRECTIONS: Please indicate your opinion of your level of achievement of each major objective and each sub-objective at the time of your entry into the institute and at the present time as you leave the institute by writing the appropriate number (see the meanings of the numbers given below) in the proper spaces following each objective and sub-objective. (If you believe you have achieved additional objectives or sub-objectives, please list them and indicate your opinion of your levels of achievement.)

The meanings of the numbers are:

1. You have achieved the objective rather completely.
2. You have achieved the objective to a considerable degree.
3. You have achieved the objective only moderately well.
4. You have achieved the objective only partially.
5. You have not achieved the objective at all.

EXAMPLE:

The people who complete the two-year institute program will be able:	Your Opinion of Your Level of Achievement at Entry	Exit
O. To address the Associate Director of the institute	5	1

EPDA TITLE 5-D MEDIA INSTITUTE
Students' opinions of their achievement of institute objectives

N = 14

The people who complete the two-year institute program will be able:

	Your Opinion of Your Level of Achievement at Entry $\overline{X}_{EN}$	Exit $\overline{X}_{EX}$	GAIN $\overline{X}_{G}$
1. To utilize systems analysis and design in identifying and studying instructional problems, in establishing objectives, in developing new teaching strategies and materials for problem solutions and in designing and applying appropriate instructional media in the process.	4.43	1.43	3.0
1.1 To define instructional development and describe how it takes place.	4.79	1.21	3.6
1.2 To formulate a plan and procedures for establishing an instructional development program in a specific school or college and to identify ways and means for the development and support of this program.	4.57	1.64	2.9
1.3 To define systems analysis and systems design; and to describe the component parts of a system and the relationship and interactions of these parts.	4.50	1.64	2.9
1.4 To describe how systems analysis and design can be used in instructional development.	4.64	1.64	3.0
1.5 To identify the types and sources of information needed to describe and analyze instructional problems; and to collect this information in a specific situation, organize and evaluate it, and use it appropriately and effectively.	4.29	1.57	2.7
1.6 To describe the nature, characteristics and functions of behavioral objectives in teaching and learning; and to develop behavioral objectives for the achievement of specific goals with given groups of learners in specific situations.	3.86	1.29	2.4
1.7 To identify and describe a wide variety of instructional strategies, to indicate their respective values and limitations, and to describe instructional situations and purposes for which each may be suited.	3.43	1.36	2.1
1.8	—	—	—

	ENTRY $\bar{X}_{EN}$	EXIT $\bar{X}_{EX}$	GAIN $\bar{X}_G$
1.9	—	—	
1.10	—	—	
2. To evaluate and use effectively all types of media in given instructional settings to bring about desired, specific changes in the behavior of learners.	3.21	1.50	1.7
2.1 To identify desired learner outcomes.	3.29	1.36	1.9
2.2 To determine learner characteristics.	4.07	1.71	2.4
2.3 To identify a relevant instructional setting for the expected learning outcomes.	3.64	1.43	2.1
2.4 To define the mediational system.	3.57	2.29	1.5
2.5 To plan the instructional strategy.	3.07	1.21	1.9
2.6 To assemble required instructional materials and equipment.	2.64	1.36	1.1
2.7 To prepare learners to interact effectively with instructional media.	3.57	1.36	1.8
2.8 To utilize media appropriately in instruction in order to produce desired learning outcomes.	3.14	1.50	1.7
2.9 To employ assessment techniques to determine the effectiveness of the mediated instruction.	3.93	1.64	2.3
2.10	—	—	—
2.11	—	—	—
2.12	—	—	—
3. To translate theory and empirical evidence about learners, subject matter, mediating forms, settings and techniques into instructional systems specifications.	4.07	1.57	2.5

		ENTRY $\bar{X}_{EN}$	EXIT $\bar{X}_{EX}$	GAIN $\bar{X}_G$
3.1	To clarify and analyze specific behavioral objectives.	3.43	1.21	2.4
3.2	To define learners' characteristics - social, cultural, intellectual, achievement, etc.	3.86	1.79	2.1
3.3	To determine specifications for the instructional setting.	3.57	1.71	1.9
3.4	To detail instructional strategies.	3.79	1.64	2.2
3.5	To select appropriate mediating forms.	3.43	1.50	2.1
3.6	To manage the design operations.	3.43	1.86	1.7
3.7		—	—	—
3.8		—	—	
3.9		—	—	
4.	To design and conduct evaluation studies to determine the pedagogical as well as cost effectiveness of teaching strategies and instructional materials.	4.43	2.14	2.3
4.1	To identify criteria and procedures for evaluating all types of instructional media; and to utilize these criteria and procedures in the evaluation of specific examples of each type of medium.	4.00	2.07	1.9
4.2	To design evaluation studies of specific instructional systems to determine their pedagogical effectiveness and to make appropriate modifications in the system.	4.21	2.21	2.0
4.3	To design studies of specific instructional systems to determine their monetary costs.	4.14	2.43	1.6
4.4		—	—	
4.5		—	—	

4.6

	ENTRY $\bar{X}_{EN}$	EXIT $\bar{X}_{EX}$	GAIN $\bar{X}_{G}$
5. To work effectively with teachers and with trainers of teachers on the planning of teaching strategies and the selection, design and use of media.	3.51	1.46	2.0
5.1 To confer with an individual teacher to identify instructional problems, to offer constructive suggestions for the solution of these problems, and to provide information, materials and help useful in implementing selected solutions.	3.14	1.43	1.7
5.2 To participate effectively in meetings, conferences and workshops for teachers concerned with the improvement of instruction, e.g., to make presentations, to participate in panel discussions, to respond to questions, etc.	3.36	1.57	1.7
5.3	—	—	
5.4	—	—	
5.5	—	—	
6.	—	—	
7.	—	—	
8.	—	—	

COMMENTS:

APPENDIX I

MEDIA NEWS

MEDIA NEWS

MSU GRADUATE STUDENTS IN INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY

Volume I, Number 9

April 23, 1971

WELBECK AND SMITH RECEIVE PH. D. DEGREES

Congratulations to Paa-Bekoe (Henry) Welbeck and Jay Smith on completing the requirements for the Ph. D. degree.

Jay's dissertation, under the chairmanship of Dr. Charles F. Schuller, was entitled, "The Effect of Systematic Course Evaluation by Students and Systematic Two-Way Teacher-Student Feedback in Attitudes Toward Instructional Technology and on Cognitive Performance in Instructional Technology Instruction." He has accepted a position at Georgia State University at Atlanta to work with instructional development within the College of Education.

Henry's dissertation, under the direction of Dr. Elwood E. Miller, deals with "The Role of Ghana Television in Education and National Development: An Exploratory Study." Henry will continue his full-time position as director of a research project in the Department of Psychiatry. The project, "Evaluation of Programed Teaching Units on Suicide," is financed by the Center for Studies of Suicide Prevention of the National Institute of Mental Health.

UNIQUE INTERVIEW TECHNIQUE UTILIZED

The policy established by our department of interviewing all prospective candidates for advanced degrees was recently put to a stern test upon receipt of an application from San Diego, California.

Since it didn't seem practical to have the applicant travel to Michigan State for the interview, an alternative approach was found. Three MSU graduates are at San Diego State College: Pat Harrison, Don Wylie, and John McLevie were contacted and asked to interview John Keller, the prospective graduate student, on video tape and mail the tape here for viewing by the ID&T staff.

The experiment was a great success, providing not only an excellent account of the prospective graduate student but also an equally impressive account of the MSU graduates who did the interviewing--clearly professionals in the field.

PART-TIME WORK

Need part-time work? Interested in Instructional Television? Michigan Instructional Television may need you.

Mr. Robert Miller, Executive Director of Michigan Classroom Television, has contacted MEDIA NEWS concerning possible part-time employment for a graduate student or two from our area.

The position will require an automobile and would entail contacting school systems in the area concerning participation in the Michigan Classroom Television program. Compensation will be on a commission basis.

If interested, contact Mr. Miller at 355-7440.

SYMPOSIUM ON ID&T

The first Symposium on Instructional Development at Michigan State University is scheduled for May 3 and May 7, 1971. Final plans for the Symposium are nearly complete, according to Barry Bratton, Chairman of the planning committee.

Conceived by several graduate students, the objective of the Symposium is "to provide the opportunity for faculty and graduate students at Michigan State concerned with instructional development to present and discuss position papers addressed to the formulation of individual definitions and perceptions of instructional development."

Four position papers will be presented during the Symposium. The four persons who have agreed to present papers are Paul Witt, Kent Gustafson, Tom Harries and Woodie Miller.

The scheduled dates and times for the Symposium events are as follows:

--Thursday, April 29, 1971, 1:00 a.m.--
Position papers available in 117 Linton Hall. Interested persons are encouraged to read the papers prior to the Symposium.

--Monday, May 3, 1971--
Each author of a paper meets individually with the audience to discuss his position.

9:00 a.m. - Dr. Woodie Miller
10:30 a.m. - Dr. Paul Witt
1:30 p.m. - Dr. Kent Gustafson
3:00 p.m. - Mr. Thomas Harries

--Friday, May 7, 1971, 2:00 p.m.--
All four authors meet together with the audience to discuss their views. Student panel to query the presenters in a "Face the Nation" format.

PRESIDENTIAL FELLOWSHIPS ANNOUNCED

The office of the President, Michigan State University, has released information regarding the Presidential Fellows program. This program was initiated in 1970 supported by 1 $60,000 grant from the Rockerfeller Foundation to provide an opportunity for selected undergraduate and graduate students and junior faculty members to secure experience in the university administrative process. The program is intended to expand the nucleus of persons from MSU who have had practical experience with the administrative side of the university while enabling the Fellows to contribute their fresh perspectives during their period of service. The six-month duration is designed to provide for meaningful participation while avoiding excessive delay in the individual's course work or teaching development. Since service will be on a full-time basis, those selected will be required to suspend their academic work during this period.

Those eligible must be 35 years of age or under and in good academic standing. Preference will be given to individuals without prior administrative experience. The six-month stipends will be: $3,000 for undergraduates, $5,000 for graduates, and $7,000 or current salary if higher for junior faculty members.

Application deadline for the September to March period is May 1, 1972; for the period March 1972 to September 1972 the deadline is January 1, 1972.

Bulletins providing additional information are posted in the IMC and in Linton Hall. Application forms, resume forms, and confidential appraisal reports (which must be returned in quadruplicate) may be obtained from President Wharton's office.

If you're looking for SYMPOSIUM, it's in the dictionary between SYLLOGISM and SYZYGY.

Author Known
But Not Reported

REMINDER

MAVA Convention, April 30
Waterford, Michigan

MASL Convention, May 6-7
Grand Rapids, Michigan

FRIDAY NOON MEETINGS

Just a reminder that the Friday noon luncheons will be held each week in the 1961 Room of Case Hall. All faculty and grad students interested or involved with media are urged to attend these luncheon meetings.

Guest tickets are $1.50. We eat at 12:00, start the programs at 12:45, and dismiss promptly at 1:30. Programs for the rest of the month are:

April 23--Issues in our National Professional Associations
NAEB--Dr. Erling Jorgensen
AECT--Dr. Elwood Miller

April 23--SURPRISE--Don't Miss It!!

May 7--Report on Dissertation Studies:
Larry Atherton and Jay Smith

Woodie Miller
Coordinator

REMINDERS TO DOCTORAL STUDENTS

All doctoral candidates are required to complete questionnaires and a University Microfilms Agreement form prior to graduation (same deadline date as the dissertation). If you plan to graduate this term and do not already have a packet of these forms, please notify the Graduate Office or pick them up at 246 Administration Building.

The deadline for Spring Term is 5:00 p.m. on May 21. No dissertation can be accepted after this date for Spring Term graduation.

ALSO: Doctoral candidates who are about to schedule their oral examinations are reminded that the announcement must be published in the College of Education Newsletter at least a week in advance. Forms for this purpose may be obtained from Virginia Wiseman, 252 Erickson, or from Ginny Foster, IMC.

VISITING SCHOLARS PROGRAM

Dr. Lee J. Cronbach, Professor of Education and Psychology, Stanford University, will speak on May 5 and 6. Details will be available next week from Dr. Lee Shulman's office, 5-9568.

PLACEMENT

Placement Information Bulletins are posted regularly in the workroom at 116 Linton based on information and inquiries received by Mr. Bruce Miles, Placement Coordinator. These notices are also sent to faculty and staff members.

If you are looking for a job, the current ones listed are:

--Director of Educational Media Center
Northeast Louisiana University
--Instructional Programmer, National Technical Institute for the Deaf, Rochester, New York
--Coordinator of Educational Media
Harford Junior College, Bel Air, Maryland (M.A. preferred)

See the Placement Information Bulletins in 116 Linton for additional information.

BROADCAST EDUCATION STUDY

The Corporation for Public Broadcasting should "become the catalyst in a coalition designed to accelerate the inevitable--the application of multi-institutional interests and capabilities to the solution of the nation's most pressing educational problems through greater use of the technology."

That was the prime recommendation of a broadcast education report by the International Council for Educational Development.

The CPB-commissioned study specifically recommended that CPB aid those seeking high school equivalency certificates by helping to provide high-quality preparatory instruction through radio-TV courses, and also take steps to increase public broadcasting's contribution to college level learning, vocational training and anti-drug abuse education.

A series of programs dealing with subjects of broad interest should be supported by CPB, the study proposed, suggesting these priorities: (1) Drugs, (2) Sex, (3) Citizenship, (4) Urban Affairs including environment), (5) National Affairs (including environment), (6) Foreign affairs. The programs would be designed to reach young people of various age levels, rather than a specific grade level.

Also recommended was the creation of the post of Vice President for Education within CPB. Function of the office would be to concentrate on the effective development of the instructional uses of the media, to provide a link-up with educators and to serve as the corporation's chief spokesman on educational matters. The study also advocated the creation of an Advisory Council to oversee CPB's large educational objectives, and the development of an independent agency whose sole mission would be to encourage the systematic development of instructional radio and television.

Final recommendation: SPB should assist in developing regional Telecommunucations Center which would furnish multi-media educational materials and act as liaison between developing technology and local instructional needs.

Copies of the report--"Instructional Broadcasting: A Design for the Future"--may be obtained by writing the Office of Public Affairs, Corporation for Public Broadcasting, Washington, D. C.

Reprinted from the
NAEB Newsletter

AECT OFFICERS

As announced in the last MEDIA NEWS, the following is a list of officers and board of directors for the Division of Instructional Development of the Association of Educational Communications and Technology:

President--Richard A. Stowe, Indiana University
President-Elect--Kent L. Gustafson, Michigan State University
Secretary-Treasurer--R. Irwin Goodman, Brigham Young University
Director: Class of '72--Leslie J. Briggs, Florida State University
Director: Class of '73--James Cole, Clarion State College
Director: Class of '74--Gerald Torkelson, University of Washington; Richard M. Diamond, Syracuse University

COMPS SCHEDULED

The Comprehensive Examination in Instructional Development and Technology is scheduled for Saturday, May 15. Those doctoral candidates who have completed at least 80% of their course wrok and have the approval of their advisers are eligible to take this examination.

If you intend to take the exam, please notify Ginny Foster in Dr. Witt's office by May 3 (353-3960, Ext. 33). Additional information will be mailled at a later time. Past exam questions are available in 116 Linton Hall from Bethel Baker.

APPENDIX J

ARTICLES PUBLISHED BY
PARTICIPANTS WHILE
MEMBERS OF THE INSTITUTE

"After the Institute is over and they've all gone home." Media Manpower, May 1972, pp. 12-13. By Ronald K. Bass.

"A summary of ten major studies on CAI drill and practice," Educational Technology Magazine, July 1972, pp. 29-32. By John F. Vinsohahler, and Ronald K. Bass.

"Michigan State University game plan for instructional technology," Media Manpower, April 1972, pp. 9-11. By Ronald K. Bass, Lee J. Mullally, and James D. Hand.

"Oakland Community College's Personalized Education Program," The Individual Learner: A Challenge for Educational Technology, Connecticut Audiovisual Association, Bulletin No. 25, 1971, pp. 10-13. By James D. Hand.

"An Institute for Instructional Development at Michigan State University," Media Manpower, March 1971, pp. 1, 4-5. By Jay C. Smith, Vincent Palacino, Jr., and James R. Lawson.

During the course of the Institute, most participants had experience in designing, producing, evaluating and using various types of non-print media. Illustratively, several produced various types of materials in compliance with course requirements. A number participated in the production of single and multi-screen slide tape presentations that were used for instruction in classes at MSU. One such production was made for the Capital Area Skills Center and another for a meeting of the Michigan Audiovisual Association. Several Institute members took part in the production of materials for Instructional Development Institutes, one as a narrator and several as actors. One Institute participant designed, produced, and evaluated a mediated instructional program for teaching students to use television production equipment. Another helped design and develop slides, transparencies, audio tapes, and simulation games for teaching police officers to use the Breathalyzer instrument. One participant produced a video tape for use on CATV.

APPENDIX K

BUDGET AND FINANCIAL REPORT

EPDA Part 5-D Institute
OEG-0-70-2073(725)

Budget and Financial Report

		Budgeted	Expended	Balance
A.	Direct Cost-Administrative & Instructional Staff Salaries			
1.	Director	10,634.00	14,655.28	(4,021.28)
2.	Secretarial and Clerical	3,734.00	4,476.89	(742.89)
3.	Other Administrative Supporting Staff	7,133.00	6,055.19	1,077.81
4.	Full-Time Instructors	-0-	-0-	-0-
5.	Part-Time Instructors (1)	5,000.00	4,288.36	711.64
6.	Laboratory Assistants	-0-	-0-	-0-
7.	Instructional Assistants (2)	6,960.00	6,164.91	795.09
8.	Lectures and/or Consultants (4)	800.00	850.00	(50.00)
9.	Subtotal for Salaries	34,261.00	36,490.63	(2,229.63)
B.	Other Direct Costs			
10.	Emplcyee Services and Benefits	3,975.10	3,728.83	246.27
11.	Travel	2,780.00	2,484.05	295.95
12.	Office Supplies,Duplicating,Publicity,etc.	2,645.00	3,465.89	(820.89)
13.	Instructional Supplies, etc.	4,413.15	620.51	3,792.64
14.	Required Fees	230.00	1,193.00	(963.00)
15.	Equipment Rental and/or Depreciation	2,810.00	2,768.20	41.80
16.	Subtotal For Other Direct Costs	16,853.25	14,260.48	2,592.77
17.	TOTAL DIRECT COSTS	51,114.25	50,751.11	363.14
C.	Stipend Support			
18.	Participants Paid	68,700.00	68,700.00	-0-
19.	Dependents Paid	33,696.00	35,362.82	(1,666.82)
20.	Total Stipend Support	102,396.00	104.062.82	(1,666.82)
21.	TOTAL DIRECT AND STIPEND COSTS	153,510.25	154,813.93	(1,303.68)
22.	Indirect Costs	11,572.75	12,385.11	(812.36)
23.	GRAND TOTAL	165,083.00	167,199.04	(2,116.04)